DOCUMENT RESUME

ED 325 140 IR 053 341

TITLE	Planning for Library Excellence.
INSTITUTION	Virginia State Library and Archives, Richmond.
REPORT NO	ISBN-0-88490-151-3
PUB DATE	88
NOTE	100p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Administrative Policy; Library Collections; Library Cooperation; Library Facilities; *Library Personnel; *Library Planning; *Library Services; *Library Standards; Long Range Planning; *Public Libraries; Public Relations; State Libraries

ABSTRACT

Intended to be used by librarians, this guide will also be useful to boards of trustees, governing officials, members of funding agencies, and community support groups involved in planning on a local level and within the context of regional and state library service. It provides information to help libraries plan and evaluate their services and meet the needs of users in the most effective way their resources will allow. Information is presented in three major sections: (1) administration and planning (structure and governance, planning, finance, public relations, friends and junior friends of the library); (2) resources (facilities, collections, personnel, staff development, volunteers, automation); and (3) services (access to service, reference, interagency cooperation, programming, extension). Each section contains a philosophy statement, goals, guidelines, and a bibliography. Appended materials include selected sections from Virginia's Freedom of Information Act; requirements for grants-in-aid; library lighting standards; a site evaluation questionnaire; the "Library Bill of Rights"; "Freedom to Read" statement; "Freedom to View" statement; "Free Access to Libraries for Minors"; "Guidelines for Library Services to an Aging Population"; "Standards of Practice for Professional Librarians"; "Statement on Professional Ethics"; "Children's Services Suggested Guidelines"; "Young Adult Services Guidelines for Virginia"; and a glossary. (SD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Planning

for

Library

VIRGINIA STATE LIBRARY

JR

Planning for Library Excellence

Planning for Library Excellence

VIRGINIA STATE LIBRARY AND ARCHIVES
Richmond, Virginia • 1988

Published by authority of
THE LIBRARY BOARD

Margaret P. Forehand, *Chairman*
Chesapeake, Virginia

Evans B. Jessee, *Vice-Chairman*
Roanoke, Virginia

Patricia Wilson Berger
Alexandria, Virginia

Mrs. Ruth Anne M. Brooks
Richmond, Virginia

Dorothy N. Cowling
Richmond, Virginia

James Paxton Davis
Fincastle, Virginia

Richard P. Gravely
Martinsville, Virginia

Augustus C. Johnson
Syria, Virginia

Edgar E. MacDonald
Richmond, Virginia

Robert C. Nusbaum
Norfolk, Virginia

John W. A. Parsons
Falls Church, Virginia

M. O. Roache, Jr.
Trevilians, Virginia

Dr. Armstead L. Robinson
Charlottesville, Virginia

Julia K. Sutherland
Richmond, Virginia

Keith P. Tarr-Whelan
Arlington, Virginia

and under the direction of
Ella Gaines Yates, *State Librarian*

Standard Book Number: 0-88490-151-3
©Virginia State Library and Archives 1988. All rights reserved.
Virginia State Library and Archives, Richmond, Virginia.
Printed in the United States of America.

Preface

In January 1978, the Virginia State Library Board approved *Recommended Minimum Standards for Virginia Public Libraries*. The five-page document covered staffing, salaries and benefits, buildings, outlets, collections, reference service, staff development, children's services, adult services, programs, and cooperation. Succeeding years saw the development and approval of two separate documents, *Children's Services Suggested Guidelines* and *Young Adult Services Guidelines for Virginia*.

In 1982, the Library Development Committee of the Virginia Library Association began to review the *Recommended Minimum Standards for Virginia Public Libraries*. The Reference Standards Subcommittee developed a survey that was sent to Virginia public library directors during the summer of 1983. Based on the survey results, the subcommittee recommended that the full committee undertake a revision of the entire *Recommended Minimum Standards*.

Following two years of diligent effort by the committee, a draft document was presented to the Virginia Library Association Council and approved at its September 13, 1986, meeting. The document was then forwarded to the Virginia State Library Board for its consideration. On October 20, 1986, the Virginia State Library Board issued a resolution in which "the Board thanks and commends the Virginia Library Association for a job well done in the preparation and adoption of *Planning for Library Excellence*." In addition, in a letter to the VLA President, dated October 27, 1986, it was stated that the board and staff of the State Library would "engage in an intensive review of the VLA Standards to determine whether the Board can adopt them as its own informal standards, with or without reservations; and the extent to which the VLA Standards should be made the basis for a reissue of the Board's formal standards for public libraries to qualify for State aid or grants."

The Virginia State Library Board then instructed the Public Library Development Division to review the document as to its effect on public libraries in the Commonwealth. The Public Library Development Division was asked to determine how many public libraries met levels of the standards based on their most recent statistics and to determine the overall impact on public libraries if the board were to adopt the standards as minimum requirements for receiving state aid.

In order to comply with this charge, the division mailed copies of the standards to every public library system in the Commonwealth that was receiving state aid in the fall of 1986. The directors of the systems were asked to analyze and comment on the extent to which their libraries met

the standards and the impact of tying state funding to the standards as they were stated at that time. The sections dealing with personnel, facilities, and collections needed additional work. The Virginia Library Association informed the Virginia State Library Board of its desire to continue working on the standards with the staff of the Public Library Development Division to correct any problems with the standards and to emerge from the process with a document acceptable to both the Virginia Library Association and the Virginia State Library and Archives.

Toward that end, the VLA Library Development Committee, composed of a broad cross-section of public library directors, staff of the VSL Public Library Development Division, and a representative of the Virginia State Library Board, worked to produce these guidelines, which were adopted by the Board on November 7, 1987, expressing:

> "Great thanks to the Virginia State Library Public Library Development Committee and staff"
>
> and
>
> "Highest commendations to the Virginia Library Association for the excellent work completed."

The guidelines do not set forth statistical standards that represent a hypothetical average Virginia public library. Rather they set goals on various levels to which every public library in the Commonwealth may aspire.

Margaret P. Forehand
Chairman, Virginia State Library Board

Ella Gaines Yates
State Librarian

Contents

Preface v
Introduction ix
ADMINISTRATION AND PLANNING
Structure and Governance 3
Planning 6
Finance 10
Public Relations 12
Friends and Junior Friends of the Library 14
RESOURCES
Facilities 17
Collections 23
Personnel 27
Staff Development 32
Volunteers 35
Automation 37
SERVICES
Access to Service 41
Reference 43
Interagency Cooperation 45
Programming 48
Extension 50
APPENDIXES
Selected Sections, *Code of Virginia* 55
Requirements for Grants-In-Aid 59
Library Lighting Standards 62
Site Evaluation Questionnaire 64
Library Bill of Rights 66
Freedom to Read Statement 67
Freedom to View Statement 71
Free Access to Libraries for Minors 72
Guidelines for Library Services to an Aging Population 74
Standards of Practice for Professional Librarians 77
Statement On Professional Ethics (1981) 79
Children's Services Suggested Guidelines (1979) 80
Young Adult Services Guidelines for Virginia 83
Glossary 87

Introduction

Purpose

Planning for Library Excellence seeks to improve the quality of library service available to each resident of the Commonwealth. This document's clearly voiced concerns underscore the dedication of Virginia librarians to this end. In the context of these recommended goals, these concerns include:

a. A desire for practicality and achievability.
b. A desire for the provision of incentives for improvement of library service.
c. A desire for applicability to a variety of sizes and types of public libraries, not just the smallest or the largest.
d. A desire for ease of use and comprehension.
e. A concern for clout or impact.
f. A desire to provide a rationale or justification for budget requests to governing bodies or funding agencies.

Planning for Library Excellence is not a document intended only for the use of librarians. It is important that it be available to, and used by, boards of trustees, governing officials, members of funding agencies, and community support groups involved in planning at the local level and within the context of regional and state library service. The document provides information to help libraries plan and evaluate their services and meet the needs of their users in the most effective way their resources will allow. Even as planning is a dynamic process, *Planning for Library Excellence* is intended as a dynamic document, one which will spark debate and discussion, evaluation, and revision. Providing quality library service is an integrated process in which goals serve as an important tool in measuring a library's success in fulfilling its stated mission, or role. The desired result of this process and of this document is excellence in the response of each public library in Virginia to the needs of its community of users.

Format

Goals have traditionally been a description of what "should" be done, but this concept itself has been the subject of much discussion in professional literature. The concept has intrinsic limitations. One is the implication that, once a goal has been achieved, adequacy is achieved and users are satisfied. Another is the tendency to be institution-oriented rather than user-oriented. Other limitations include an emphasis on input rather than output measures; the difficulty of defining realistic, but challenging goals

for libraries in various stages of development; inflexibility that precludes the tailoring of services to individual and local circumstances; and, finally, a static approach resulting in an inability to reflect on-going developments. Aware of such limitations, the committee collected standards from across the country, reviewed them carefully, and chose to adopt a variation of the format used in the Illinois standards document, *Avenues to Excellence for Public Library Service in Illinois, 1983.*

As a first step toward this new Virginia document, the committee came to a series of format and content decisions that are evident below.

1. The document is organized according to three central categories:

ADMINISTRATION	Structure and Governance, Planning, Finance, Public Relations, Friends and Junior Friends of the Library
RESOURCES	Facilities, Collections, Personnel, Staff Development, Volunteers, Automation
SERVICES	Access to Service, Reference, Interagency Cooperation, Programming, Extension

2. The document consolidates three separate existing standards documents:
   Recommended Minimum Standards For Virginia Public Libraries
   Children's Services Suggested Guidelines
   Young Adult Services Guidelines For Virginia

3. Children's and young adult services are not relegated to separate sections.

   Information concerning resources for and services to children, young adults, (and any other target groups) are included in each appropriate section to highlight the importance of these groups, treating them as integral groups throughout the document.

4. Each section comprises four parts:

PHILOSOPHY STATEMENT	A brief, didactic statement explaining why a particular function is desirable. This information is particularly useful to nonlibrarians, government officials, or members of funding bodies.
GOALS	A statement, or series of statements, describing a recommended activity or quality of activity to be accomplished in fulfillment of the stated philosophy.
GUIDELINES	A statement, or series of statements, providing background or additional information concerning a particular goal or describing an alternative for accomplishing a goal.

BIBLIOGRAPHY — A list of suggested reading for further information on a particular topic. (Materials not available in individual libraries may be obtained through the Virginia State Library and Archives' interlibrary loan services.)

5. Goals are objective, observable, and when possible, quantitative.

6. In order to provide both achievability and incentive, three levels of activity are provided for each goal. As not all goals can be made quantifiable or measurable, so levels are provided only when applicable. Levels are designated I, II, and III in order to escape the pejorative flavor of such labels as A, B, and C.

   Depending upon a library's stated mission or role, its stage of development, and its community's needs, it is expected that a library may be at different levels of achievement in different parts of its program.

7. The document includes supporting documentation and information to assist librarians or governing authorities in their planning for quality library service. Additional support is provided through the Virginia State Library and Archives' consultants.

How to Use This Document

How will individual libraries use this document? Each library needs to know its purpose or mission—why it exists and what needs it is trying to meet in its community. The emphasis is on planning and on local choice of the appropriate levels of services or resources. In addition to the section on planning, almost every section of *Planning for Library Excellence* calls for a statement, generally a written one, of what a library intends to accomplish. Each section outlines the philosophy and key elements to be considered in that planning, and recommends levels of service or resources so that local libraries may emphasize things most useful to their communities. This approach enables a library to determine the steps it needs to take to provide the kind of library service its users need and deserve.

Role setting is one method to help a library clarify and refine what it is trying to do. Following the initiation of this idea in a 1983 article by Lowell Martin (*Library Journal*, January 1, 1983), the New Standards Task Force of the Public Library Association included role-setting in its work in progress, *The Public Library Development Program*. The concept suggests that libraries need not try to be all things to all people. Instead, of various roles for public libraries that can be identified, an individual library may choose a role which supports the values of its community. Possible roles include:

1. People's university or informal adult learning agency meeting needs for informal self-education, improving job-related skills, supplementing educational programs, participating in public affairs, understanding the local and larger communities, etc.

2. Children's library encouraging and fostering reading and library use in children before school-age and extending beyond the scope of school libraries.

3. Popular materials provider supplying fiction, nonfiction, films, and other materials in popular demand, in multiple copies where appropriate, for enhanced use of leisure time and for personal enlightenment.

4. Scholarly research center providing a comprehensive collection, including primary sources, in support of research in specific subject areas.

5. Community center providing more than books and materials by becoming part of the life of the community over and above its functions as a library.

6. Multimedia center providing information in a wide range of print and nonprint formats.

Once a library has defined its role or mission within its community, it will continue its planning process by the development of goals and objectives to fulfill that role. The levels of achievement recommended by the goals in this document seek to provide direction in the role-setting process. The role chosen by a library may dictate a level at which it wishes to provide a service, or one toward which it aspires and for which it plans. If libraries annually measure their performance against the goals outlined in this document, they will both document their own progress and create a comparative record of local and statewide service that can provide persuasive documentation for five-year plans and funding proposals.

1984 Virginia Library Association
Library Development Committee
Deborah J. Leather, Chair

Administrative and Planning Subcommittee
Donna Cote, Chair
Renate Brandt
Robert Grattan III
Ida R. Patton

Resources Subcommittee
Julie A. Repenning, Chair
Deane C. Dierksen
Deborah J. Leather
Nancy C. Woodall

Services Subcommittee
Carl W. Griffler, Chair
Izabela M. Cieszynski
William M. Hill
Carolyn L. Powell

1985 Virginia Library Association
Library Development Committee
Carolyn L. Powell, Chair

Administration and Planning Subcommittee
Donna Cote, Chair
Ida R. Patton
Dale Silver
Sarah J. Hudson

Resource Subcommittee
Deane C. Dierksen, Chair
Deborah J. Leather
Julie A. Repenning
Nancy C. Woodall

Services Subcommittee
Izabela M. Cieszynski, Chair
Carl W. Griffler
William M. Hill
Carolyn L. Powell
Rebecca V. Zoellner

1986 Virginia Library Association
Library Development Committee
Fran Freimarck, Chair
Ernestine B. Edmondson
Barbara Anderson
Janet Holley
Catherine Doyle
Dean Burgess
Elizabeth Tai
Nancy Strachan
Denise Johnson
Graham H. Sadler
Donna Cote
Angelyn H. Patteson
Sally Rohlfing

Ex Officio Members
Eileen McMurren
Children and Young Adult Roundtable
Richardia S. Johnson
Virginia State Library and Archives
Public Library Development Division
Margaret P. Forehand, Chairman
Virginia State Library Board

Administration and Planning

Structure and Governance

Philosophy Statement

Every county and city in Virginia should provide free public library service to its citizens. The *Code of Virginia* (sections 42.1-33 to 42.1-43) provides for the establishment of library service in several ways. (*See* Appendix, *Code of Virginia*, pp. 55-57.) Although local circumstances may recommend one type of organizational structure over another, the responsibility of providing library service rests with the local government.

No single library or library system can provide the complete range of information services needed by the public, but these needs can be met by sharing resources and services through networking. Although the goals in *Planning for Library Excellence* relate to the structure and governance of single or multijurisdictional libraries, the position of the local public library within a framework of state and national networking must be considered if total library service is to be provided. (*See* Interagency Cooperation, pp. 45-47.)

The management and control of a public library is generally vested in a board of trustees, with exceptions to this form of governance specified in the *Code of Virginia*. (*See* Appendix.) Trustees are appointed by the governing body (or bodies in the case of regional libraries), and their responsibilities, duties, and authority are defined by state law. It is important that boards of trustees exercise their full legal responsibilities.

Counties, cities, and towns that are not required to govern their public libraries through library boards of trustees may choose to establish advisory boards. Appointments to boards of libraries governed by a company, society, or organization follow the rules or by-laws approved by the membership.

Public officials and citizens entrusted with governing a public library should have a clear understanding of the library's role in the community and should work diligently to ensure that the library receives the financial support necessary to carry out its goals and objectives. Informed, active, and responsible leadership is critical to the successful operation of a library.

Goals

1. Every resident of the state shall have access to legally established public library service.

2. Each legally established library shall meet the Requirements That Must Be Met In Order To Receive Grants-In-Aid. (*See* Appendix,

Requirements That Must Be Met In Order To Receive Grants-In-Aid, pp. 59–61.)

3. Library boards shall adopt by-laws and rules and regulations for their own guidance. (*See* Appendix, *Code of Virginia*, pp. 55–58.)

4. Governing library boards shall adopt rules and regulations for the governance of the public library including a clearly written statement describing library board responsibilities and the authority and responsibilities of the library director.

5. Library boards shall observe their full legal responsibilities, duties, and rights, employing such legal and other counsel as necessary.

6. Governing library boards shall have control of the expenditures of all monies credited to the library fund. They shall have the right to accept donations and bequests of money, personal property, or real estate for the establishment and maintenance of the library. (*See* Appendix, *Code of Virginia*, pp. 55–58.)

7. The library board or other governing authority shall work with the library director and staff in the study, evaluation, and development of the library's policies and long-range plans.

8. Board meetings shall be held at least quarterly, with the library director in attendance, and at a time and place convenient for the board and the public, in accordance with state law on public meetings. (*See* Appendix, *Code of Virginia*, pp. 55–58.)

9. The library board and the library director shall conduct an orientation program for new board members. (*See* Guideline 3, p. 5.)

10. Library boards of regional libraries shall furnish detailed financial reports as required to the governing bodies of the participating jurisdictions at the close of the fiscal year. All library boards shall communicate formally and informally throughout the year with these governing bodies.

Guidelines

1. Board Selection

Board members should be selected for their interest in the library and its role in the community, their knowledge of the community and of groups within the community, their ability to work well with others, their willingness to devote the time and effort necessary to carry out the duties of a trustee, their open-mindedness and respect for the opinions of others, and their ability to plan and establish policies for services. A

board of trustees should provide information to the governing body as to the particular needs of a library at the time a board vacancy occurs.

2. Board Activities

   Board members should participate in the legislative process to effect change that is in the best interest of the library. In addition, board members should participate in local, regional, state, and national trustee organizations.

3. Trustee Orientation

   Orientation programs should include information on the library, the responsibilities and duties of trustees, and opportunities for acquiring knowledge through continuing education programs.

Bibliography

Virginia State Library. *Trustee Manual*. Under revision.

Young, Virginia G., ed. *The Library Trustee: A Practical Guidebook*. 3d ed. New York: R. R. Bowker, 1978.

Planning

Philosophy Statement

Libraries have traditionally used standards both to evaluate performance and as an incentive to improve service. While there continues to be a need to use standards, a new approach in the library profession encourages libraries to participate in a planning process to assist them in setting their own goals. Goals tend to be institution-oriented (focusing on resources, or inputs) while the planning and evaluation process is user- and service-oriented (focusing on how the resources are used by the community or outputs). The process has a basic pattern of analyzing the community and existing conditions, targeting users, identifying needs, writing and revising the plan, and then beginning another cycle in order to attain levels of performance desired by each community. The road to library excellence is a transitional one, benefitting from both the quantitative input approach of goals and the unique contribution of the community-based planning process.

The planning and evaluation process helps libraries face continuing change and respond to current community conditions. Planning is not static but an on-going process cyclical in nature. The resulting plan is one that merits constant review.

Goals

1. Every public library shall develop, prepare, and be guided by a long-range five-year plan. (*See* Guidelines, pp. 6–8.)
2. The library's plan shall be written and available for public inspection.
3. The board and/or governing authority and the staff shall periodically, and not less than annually, review and update the long-range plan and evaluate the library's performance on the basis of its stated objectives. Alterations in the plan to meet changing needs and to address new developments shall be made as necessary. This evaluation shall be made accessible to the local governing authority and to the public.

Guidelines

Some elements that may be used in plan development include:

1. Planning Committee

   The plan may be jointly developed by the library board and staff with ideas from the community as a highly desirable feature.

2. Problem Statement

   Since there must be a relevant justification for the planning process, a problem statement(s) will be formulated and written into the plan to provide a rationale and to give direction for the document. Planning simply for the sake of "good management" is not sufficient.

3. Community Analysis

   The plan will be tailored to meet the library and information needs of the individual community and therefore will be based on an analysis of both the community and the library's users. This analysis must include a description of the community and its people and an assessment of the community environment as it relates to the public library.

4. User Surveys

   The plan will be based on, and include a user survey that measures library output performance. These measures provide information for use in analyzing current services, pinpointing targets for improvement, projecting future library use, and setting specific objectives and priorities. Output measures may include surveys concerning how many people use the library, how frequently they use it, how successful they are in finding desired items (e.g., authors, titles, subjects), and how quickly the library delivers reserved items. For specific analysis, users may also be distinguished in levels as intensive, moderate, or infrequent users of library service.

5. Identifying Target Groups

   The community analysis and user surveys can be used to identify current use as well as to develop a model to project future library use. Similarly, this analysis can serve to identify current and future user target groups. Special target groups within a service population include adults, children, young adults, the aged, and the handicapped. In addition to these traditional target groups, other special users may include non-English speaker, adult new readers, illiterates, the institutionalized, professionals and managers, women, and specific socio-economic groups.

6. Mission Statement

   The library will formulate a mission or role statement that provides an overall articulation of public library service philosophy.

7. Goals and Objectives

   Establishment of goals, objectives, and priorities is the heart of the planning process. Long-term goals are broad statements of desired ends, whereas objectives are defined as specific, measurable targets encompassed within the goals. Since each goal may result in several

objectives, priorities among the objectives need to be established. Sound management principles should include system-wide goals and objectives reflecting creative service for the target groups.

8. Strategies

   In order to carry out the goals and objectives of the plan, strategies must be formulated. They will be analyzed in terms of their costs and effectiveness. It is critically important to offer a range of alternate strategies, indicating what can be done by various approaches with associated costs.

9. Implementation

   After strategies are chosen, specific means of implementation will be devised.

10. Periodic Reviews

    The periodic reviews performed by the library board and staff may result in special, short-term plans (e.g., one year).

11. Evaluation

    After completing the cycle, a library will conduct a formal evaluation of its performance. This evaluation should include both staff and public perceptions of performance.

Bibliography

Chen, Ching-Chih. *Information Seeking: Assessing and Anticipating User Needs*. New York: Neal-Schuman, 1982.

Clark, Philip M. *New Approaches to the Measurement of Public Library Use by Individual Patrons*. Champaign, Ill.: University of Illinois, Graduate School of Library and Information Science, 1984.

Goals, Guidelines, and Standards Committee of the Public Library Association. *The Public Library Mission Statement and Its Imperatives for Service*. Chicago: American Library Association, 1982.

A Guideline to Planning Public Library Service to Children in Ohio. Columbus: Ohio Library Association, Children's Services in Libraries and School Media Center Division, n.d.

Lynch, Mary Jo, ed. *Library Data Collection Handbook*. Washington, D.C.: U.S. Department of Education, 1981.

McClure, Charles, et al. *Planning and Role Setting for Public Libraries*. Prepared for the Public Library Development Project. Chicago: American Library Association, 1987.

Palmer, Vernon E., et. al. *A Planning Process for Public Libraries*. Chicago: American Library Association, 1980.

Riggs, Donald E. *Strategic Planning for Library Managers*. Phoenix, Ariz.: Oryx Press, 1984.

Swisher, Robert, and Charles R. McClure. *Research for Decision Making: Methods for Librarians*. Chicago: American Library Association, 1984.

Van House, Nancy A., et al. *Output Measures for Public Libraries*. Prepared for the Public Library Development Project. 2d ed. Chicago: American Library Associations, 1987.

Zweizig, Douglas, and Eleanor Jo Rodger. *Output Measures for Public Libraries*. Chicago: American Library Association, 1982.

Finance

Philosophy Statement

A public library in Virginia may receive funds in a variety of ways, but its major source is generally tax revenues from the local government. Occasionally an endowment will provide the major source of funding. Other sources, including state and federal grants-in-aid, may supplement income from taxation or endowment but must be considered as secondary, not primary. Successful operation of a library requires local funds from a source that will provide stability in funding.

Although endowments and gifts generally make up a small part of a library's income, a library may benefit greatly from the efforts of individuals and groups such as Friends of the Library, civic organizations, and foundations. Gifts and endowments are supplements to, not replacements for, local funding support for public libraries.

Required operating expenditures per capita for adequate library service may vary with the size of the library and the services offered. A library director, board, or other governing authority is responsible for providing the best possible service to the community and should give careful thought to long-range planning and goals when formulating appropriations requests. Library officials must work assertively to ensure that the taxing authorities are aware of library services being provided, areas in which a library may be deficient, and funds needed to allow a library to meet its goals. A library that spends less per capita than indicated by its long-range plan and goals runs the risk of providing substandard service.

A public library, as a publicly supported agency, is accountable for its fiscal management to the state and local government, other agencies that support it, and to the public.

Goals

1. A library director, library board, or other governing authority shall determine, on an annual basis, the funds needed for current operations in order to implement the library's goals and objectives and meet recommended standards.

2. A library director, library board, or other governing authority shall provide the appropriating body with documentation to justify funding to meet goals and objectives.

3. A public library shall follow sound fiscal procedures in compliance with statutory requirements.

4. Every library shall maintain appropriate financial records for reporting purposes, analysis, and evaluation.

Bibliography

Boss, Richard W. *Grant Money and How to Get It: A Handbook for Librarians*. New York: Bowker, 1980.

Brievik, Patricia Senn, and E. Burr Gibson, eds. *Funding Alternatives for Libraries*. Chicago: American Library Association, 1979.

Corry, Emmett. *Grants for Libraries: A Guide to Public and Private Funding Programs and Proposals*. Littleton, Colo.: Libraries Unlimited, 1982.

Prentice, Anne E. *Financial Planning for Libraries*. Metuchen, N.J.: Scarecrow Press, 1983.

Prentice, Anne E. *Strategies for Survival: Library Financial Management Today*. New York: *Library Journal*, 1978.

Trumpeter, Margo C., and Richard S. Rounds. *Basic Budgeting Practices for Librarians*. Chicago: American Library Association, 1985.

Public Relations

Philosophy Statement

A public relations program makes the public aware of a library's services and resources. The program should be both internal and external, reaching staff and volunteers as well as users and non-users of the library. While top management gives the program direction, it is the responsibility of everyone who represents the library to see that the program is carried out, including staff, trustees, friends groups, and volunteers.

Effective public relations can mean the difference between a barely adequate library budget, and excellent support from funding officials as well as the general public. Regular publicity highlighting the library's services for target populations is vital to the perception of the library's role in the community and must play a vital role in providing a healthy future for the public library.

Goals

1. A library's policy manual shall include a written public relations policy. This policy shall be reviewed annually, and revised periodically, in order to meet the mission, goals, and objectives of the library.

2. Every library shall establish an annual public relations program to include objectives, target audiences, supervision, adequate funding for implementation, and evaluation of individual activities.

Guidelines

1. Community Research

   User surveys, questionnaires, and other instruments including those addressing the needs of target groups can be administered both inside and outside of the library to garner community opinion of a library and its services. Once gathered, this information can be used to plan or change the service program to meet the community's needs.

2. Communicating Changes

   Changes in the program should be communicated to the general public, as well as to the staff and others connected with a library.

3. Attitude Training

   Attitudes fostering good public service are an integral part of the program, and can be achieved through various types of staff training. (*See* Staff Development, pp. 32–34.)

4. Promotional Activities

Promotional activities are vital to any public relations program. A library should be encouraged to include as many activities in the following list as possible:

a. An annual report, attractively produced and distributed widely in the community.
b. Involvement of all library representatives (director, staff, et al.) in community organizations and activities.
c. Talks about library services to various community groups.
d. Displays, exhibits, and bulletin boards that are attractively mounted and changed frequently.
e. Promotion in newspapers.
f. A widely distributed library newsletter.
g. Promotional pieces (posters, fliers, brochures, bookmarks, etc.).
h. TV/radio promotions (public service announcements, interviews, etc.).
i. School visits.

Bibliography

Baeckler, Virginia. *PR for Pennies: Low-Cost Library Public Relations*. Hopewell, N.J.: Sources, 1978.

Brown, Marion, et al., comp. *Problem Patron Manual*. Schenectady, N.Y.: Schenectady County Public Library, 1981.

Eastman, Ann Heidbreder, and Roger H. Parent, eds. *Great Library Promotion Ideas*. Chicago: American Library Association, 1984.

Edsall, Marian S. *Library Promotion Handbook*. Phoenix, Ariz.: Oryx Press, 1980.

Ford, Gary T., ed. *Marketing and the Library*. New York: Haworth Press, 1984.

Garvey, Mona. *Library Public Relations*. New York: H. W. Wilson, 1980.

Manley, Will. *Snowballs in the Bookdrop: Talking it Over With Your Library's Community*. Hamden, Conn.: Library Professional Publication, 1982.

Moran, Irene E., comp. *The Public Relations Recipe Book*. Chicago: LAMA Public Relations Section, American Library Association, 1978.

Rummel, Kathleen Kelly, and Esther Perica, eds. *Persuasive Public Relations for Libraries*. Chicago: American Library Association, 1983.

Sherman, Steve. *ABC's of Library Promotion*. 2nd ed. Metuchen, N.J.: Scarecrow Press, 1980.

Turner, Bonnie L., and Rondi Downs. *Patron Relations for Public Libraries*. London: The Library Association, 1981.

Friends and Junior Friends of the Library

Philosophy Statement

A Friends of the Library organization constitutes an important community resource for public libraries by increasing support for, and understanding of, the library. As in any volunteer organization, members use their time, skills, resources, and contacts in a worthwhile community endeavor, while receiving recognition for their efforts.

Friends of the Library groups generally work outside of the library, making library strengths and needs known to the public and to governing or funding authorities. Friends may raise money through sponsorship of book sales, special events, or other means approved by the Library Board and staff. The role of Friends of the Library as a support group, rather than a policy-making body, should be clearly established and understood.

Guidelines

1. There should be a written statement of purpose and bylaws.
2. Funds raised by the Friends should not be a substitute for adequate local funding.
3. Funds raised by the Friends should be maintained in an account separate and distinct from the library's operating accounts. This account should be administered by the Friends of the Library Board.
4. Gifts made to the library by the Friends should conform to library gifts and fiscal policies and should not be used to dictate library policy.

Bibliography

Dolnick, Sandy, ed. *Friends of the Library Sourcebook*. Chicago: American Library Association, 1980.

Friends of the Library: A Manual of Suggestions and Procedures For Libraries and Friends Organizations. Minnetonka, Minn.: Hennepin County Library, 1984.

Resources

Facilities

Philosophy Statement

A public library facility exists to support the specific library services needed by a community. No single, standardized building can be imagined that would meet every local library situation. Any library building, however, should include design features to support the library's service program. To reflect the library's role as a community agency, the building should be efficiently designed, flexible, attractive, functional, and expandable.

Libraries are in a period of transition. Whether planning new buildings or expanding and remodeling old ones, consideration must be given to adapting the library environment to accommodate and take advantage of rapidly changing technology and its implications for library service. Long-range planning in response to identified community needs and an awareness of alternative service delivery avenues other than the traditional library building are essential for a good facility.

Goals

1. Each library system shall plan for and evaluate its library facilities as follows:
   a. It shall prepare, at least once every five years, a written space needs assessment based on current space requirements, evaluation of community needs, space needs of traditional target groups, and expected changes or expansion as indicated in a long-range plan.
   b. It shall prepare, and review annually, a long-range, five-year building program addressing the need for new facilities, renovation to existing facilities, or a combination of projects. (*See* Guideline 1, p. 19.)

2. All public library buildings shall comply with building, fire, safety, sanitation, and other appropriate state and local codes and legal requirements.

3. Library buildings shall provide handicapped access in compliance with Section 504, U.S. Rehabilitation Act, 1973, and the *Code of Virginia*, § 63.7-171.1. (*See* Appendix, *Code of Virginia*, p. 58; Guideline 6, pp. 20–21.)

4. There shall be a budget allocation and a program for the maintenance of buildings and grounds.

5. Mechanical and electrical equipment systems and environment shall be provided that are adequate to support appropriate library technology.

6. The outside of the library shall be well lighted and identified with appropriate and highly visible signs. There shall be signs that include hours of service.

7. Adequate, convenient, and well-lighted parking shall be available to the library's users and staff at or near the library site. The following formula shall be used:
   a. At branches and main libraries, there shall be 1.5 square feet of parking space designated exclusively for library use for each square foot of floor space.
   b. There shall be one space for handicapped parking for every twenty-five (25) parking spaces (or part thereof).

8. Interior lighting shall meet the standards for library lighting set by the Illuminating Engineering Society of North America. (*See* Appendix, Lighting Standards, pp. 62–63.)

9. Building design and layout shall provide for:
   a. the security of the building interior, its entrances, and exits;
   b. the security of users and staff;
   c. an adequate number of control points for circulation security and sight supervision. (*See* Guideline 8, p. 21.)

10. Adequate library buildings in suitable locations to serve the library's population will be provided.
    a. Libraries in rural settings or when serving a population density of 1,000 per square mile or less:
       Level I Library facilities should be located within a thirty-minute drive from the homes of all residents.
       Level II Library facilities should be located within a twenty-minute drive from the homes of all residents.
       Level III A library will be provided for every 10,000 to 15,000 people depending upon density of population or within a fifteen-minute drive from the homes of all residents.
    b. In an urban setting or when serving population densities of more than 1,000 per square mile:
       Level I Library facilities should be located within a fifteen-minute drive from the homes of all residents.
       Level II Library facilities should be located within a ten-minute drive from the homes of all residents.
       Level III Library facilities will be provided for every 20,000

inhabitants or within a five-minute drive from homes of all residents.

The selection of sites for library facilities should take into consideration geographical obstacles to transportation. All buildings should be on or near heavily traveled roads, or in or near shopping areas and have a library designation clearly visible to traffic.

Guidelines

1. Facility Planning

   Individual libraries shall determine when and where to establish facilities. (*See* Appendix, Site Evaluation Questionnaire, pp. 64-65.) Criteria that need to be considered include:

   a. Demonstrated demand for services by a sufficient number of unserved populations.
   b. A location that provides maximum utility to users and, when available, convenience to public transportation.
   c. Population density.
   d. Assessment of community needs.
   e. Travel time for users.
   f. Traffic patterns at sites under consideration.
   g. Local ordinances and policies.

2. Space Requirements

   The following guidelines may be used in determining space requirements:

   a. Aggregate size of all buildings in the system should equal .6 square feet per person living in the jurisdiction served.
   b. Any main or central library in a system should comprise half the square footage computed in item a. above. No main library should be less than 10,000 square feet.
   c. Each full-service branch should be at least 4,500 square feet, or larger when necessary, to meet the requirement of square feet per capita in the service area.
   d. Adequate space should be provided for planning activities (e.g., children's story hours).

3. Furnishings and Equipment

   A library building needs appropriate furnishings and equipment in order to accomplish its mission. The following guidelines may help determine what is necessary:

   a. There should be three seats (including study carrels and lounge furniture) for public use for every 1,000 persons in the service area. A

mixture of group, individual, and lounge seating should be provided.

b. Furniture should be of a type and size to meet the needs of library user groups. Furniture in the children's area should be sized so that children can use it comfortably (*see* item 5 below, Children's Access); seating for senior citizens should be easy to get into and out of; provisions should be made for handicapped citizens, etc.

c. An adequate number of microform readers, reader-printers, photocopy machines, and other needed equipment should be provided and kept in good working condition.

4. Book Return

Provision should be made for the return of library materials when the library is closed.

5. Children's Access

In planning the designated children's area in a library facility, consideration should be given to eliminating architectural barriers while creating a warm, pleasant, friendly, and inviting environment that beckons the patron. Areas for scrutiny may include:

a. Proper signs to help the child locate the area.
b. Easy and safe accessibility to the area.
c. Shorter and adequate shelving throughout the area.
d. A storytelling and quiet play area.
e. Quiet areas for study.
f. Clear, bright colors, displays, pictures, and realia.
g. Attractive, comfortable, and durable furniture scaled to children.
h. Circulation desk and catalog easily accessible.
i. Rest rooms and water fountains close to the area and observable.
j. Adequate communication with all areas of the building.

6. Handicapped Access

In planning a library facility, a library should consider those areas that may constitute architectural barriers to library use for handicapped citizens. Detailed specifications for handicapped requirements may be found in *Planning Barrier Free Libraries, A Guide for Renovation and Construction of Libraries Serving Blind and Physically Handicapped Readers* published by the Library of Congress National Library Service for the Blind and Physically Handicapped in 1981. Those buildings not covered by Section 504 should be made barrier free. Areas for scrutiny may include:

a. Elevators.
b. Ramps.
c. Entrances and interior doors and doorways.

d. Rest rooms.
e. Water fountains.
f. Walkways, street crossings, and curbs.
g. Parking lots.
h. Stairs.
i. Floors and floor coverings.
j. Public telephones.
k. Lighting.
l. Warning signals.
m. Public meeting rooms.
n. Switches and controls (lights, heat, etc.).
o. Hazards (manholes, protruding or low-hanging objects).

7. Environment Control

Equipment, building materials, and furnishings should be evaluated for energy efficiency and sound control, as well as for other factors, in order to promote a comfortable environment at an efficient operating cost.

8. Security

Ideally, a library will have one public entrance and one circulation control point. Provisions for the physical security of the staff, patrons, materials, and facility are essential and may be provided through layout, visual control, security systems, guards, emergency lights, and other means.

Bibliography

Brand, Marvine. *Security for Libraries: People, Buildings, Collection.* Chicago: American Library Association, 1984.

Cohen, Aaron, and Elaine Cohen. *Designing and Space Planning for Libraries: A Behavioral Guide.* New York: R. R. Bowker, 1979.

Finney, Lance C. *"The Library Building Program: Key to Success," Public Libraries* 23 (1984): pp. 79–82.

Holt, Raymond M. *Wisconsin Library Building Project Handbook.* Madison, Wis.: Bureau of Cooperative & Public Library Services, Division for Library Services, Wisconsin Department of Public Instruction, 1978.

Lincoln, Alan Jay. *Crime in the Library: A Study of Patterns, Impact and Security.* New York: R. R. Bowker, 1984.

Lushington, Nolan, and Willis N. Mills, Jr. *Libraries Designed for Users; A Planning Handbook.* Syracuse, N.Y.: Gaylord Professional Publication, 1979.

Myller, Rolf. *The Design of the Small Public Library*. New York: R. R. Bowker, 1966.

Rohlf, Robert H., and David R. Smith. "The Public Library Site Selection." *Public Libraries* 24 (1985): pp. 47–49.

Sharpe, John L. *Disaster Preparedness: A Guide for Developing a Plan to Cope with Disaster for the Small Public and Private Library*. Durham, N.C.: Duke University Library, 1982.

Collections

Philosophy Statement

A public library provides materials to meet expressed and anticipated community needs for information, education, and recreation through a combination of resources and services.

The development of a collection of materials includes selection, organization, and provision for accessibility and availability. Collection development should be based on a community profile describing the population, with special attention to the unique needs of children and young adults.

Other elements of the community profile include the availability of information and referral services and other library resources in the community. Based on its analysis of community needs, a library establishes specific collection-related goals and objectives.

Library materials are made available in sufficient quantity and variety of formats to meet user needs. Selection criteria embody the principle of free access to ideas. Information concerning all sides of issues is provided regardless of the potentially controversial nature of sensitive topics.

Goals

1. A library's policy manual shall include a collection development policy, including specific treatment of children's and young adult materials. This statement shall be reviewed annually and revised periodically in order to meet the mission, goals, and objectives of the library. (*See* Guideline 1, p. 25.)

2. A library shall adopt and adhere to the principles as set forth in the American Library Association's Library Bill of Rights and other intellectual freedom statements and interpretations. (*See* Access to Service, pp. 41–42; Appendix, p. 66.)

3. A library shall place a high budgetary priority on materials. To define this priority, a library shall meet, or exceed, the following formulas for size of materials collections:
   a. Total books per capita (*see* Glossary, p. 87):
      Level I 2.00
      Level II 3.00
      Level III 4.00
   b. Total periodical and newspaper subscriptions per 1,000 population served:

	Under 50,000 pop.	*50,000–100,000 pop.*
Level I	4.1	3.3
Level II	6.6	3.9
Level III	8.6	5.3
	100,000–150,000 pop.	*Over 150,000 pop.*
Level I	2.9	2.5
Level II	3.8	3.4
Level III	4.4	4.0

c. In order to maintain the collection after goals 3a and 3b have been reached, the total volumes added per capita per annum shall be:
   Level I .15 per capita
   Level II .20 per capita
   Level III .30 per capita

4. A library shall utilize accepted professional techniques for regular, systematic collection control and evaluation. (*See* Guideline 4, p. 26.)

5. A library shall make available adequate provision for access to the equipment and or hardware necessary to utilize all formats of library materials. (*See* Guideline 3, pp. 25–26.)

6. The library shall maintain appropriate children's and young adult collections. The children's and young adult collections shall consist of all formats of library materials and shall be regularly and systematically evaluated to reflect the current needs of the particular population served. In allocating the budget for children's and young adult materials, the library shall consider the children's and young adult population in the service area, the circulation of children's and young adult materials, and the relative cost of materials to maintain current collections that reflect the needs and interests of the children's and young adult population.

7. Libraries shall determine the percentage of time users find specific titles available in the library when they look for them.
   Level I 50 percent
   Level II 60 percent
   Level III 70[*] percent

[*] Due to small sample available in Virginia, figures were derived from Maryland Public Library statistics for 1982–83.

8. Libraries shall determine the percentage of time users find material on a specific subject or by a specific author available in the library when they look for it.
   Level I 60 percent

Level II	70 percent
Level III	80[1] percent

[1]Ibid.

9. Libraries shall determine the annual circulation per capita as one measure of the relevance of the collection to user needs.

Level I	3.00 per capita
Level II	7.00 per capita
Level III	9.00 per capita

Guidelines

1. Collection Policy

   The following elements may be addressed in the collection development policy and procedures:

   a. Mission statement.
   b. A description of the community to be served.
   c. A description of the user groups to be served.
   d. The purpose of the collection.
   e. The parameters of the collection, including subject areas, formats, etc.
   f. The priorities and limitations of the collection, including gifts, multiple copies, cooperative collection development, etc.
   g. Selection criteria, including responsibility, methods, procedures, provision for user requests, etc.
   h. Reconsideration of materials.
   i. Withdrawal of materials.
   j. Evaluation of the collection.

2. Target Groups

   Special target groups within a service population may include children, young adults, the aged, the handicapped, non-English speaking, the adult new reader, illiterates, and the institutionalized. Adequate provision for materials for such groups, particularly for children and young adults, should be made in the library materials budget. Such a decision should take into account the population of the target group in the community, circulation of related materials, and the special needs of the target group.

3. Formats

   Library material formats may include books (monographs), hardback and paperback; periodicals, including newspapers; serial publications (continuations); indexes; government documents; maps; financial

services; pamphlet materials; microforms; films; audiocassettes and audiodiscs; videocassettes and videodiscs; filmstrips; photographs; slides; mounted art prints and other artwork; instructional and curricular materials; genealogical and local history materials; computers, hardware and software; games; toys; puppets; and other realia.

4. Collection Analysis

Professional techniques for collection analysis, control, and evaluation may include weeding, inventory, input and output measures, user surveys, questionnaires, or other instruments when administered inside and outside the library to measure community needs.

Bibliography

Bonk, Wallace J., and Rosemary Magrill. *Building Library Collections*. 5th ed. Methuchen, N.J.: Scarecrow Press, 1979.

Broadus, Robert N. *Selecting Materials for Libraries*. 2nd ed. New York: H.W. Wilson, 1981.

Broderick, Dorothy. "Focus on Youth: The Nonperson Gap in Public Library Collections." *Collection Building* (Spring 1983): pp. 33–35.

Cabeceiras, James. *The Multimedia Library: Materials Selection and Use*. 2nd ed. New York: Academic Press, 1982.

Evans, G. Edward. *Developing Library Collections*. Littleton, Colo.: Libraries Unlimited, 1979.

Gardner, Richard K. *Library Collections: Their Origin, Selection and Development*. New York: McGraw-Hill, 1981.

Personnel

Philosophy Statement

Libraries cannot meet the needs of their communities without competent and qualified personnel. A library requires sufficient staff to provide quality service during all hours that it is open. A library should be administered by a full-time professional librarian. The library staff should be able to provide reference and circulation services to adults, young adults, children, and special populations, as well as technical service personnel to develop and maintain the collection.

A professional librarian should hold a master's degree in library science from a library school accredited by the American Library Association or hold certification by the State of Virginia. A professional librarian should also have a broad knowledge of services and materials appropriate for libraries, as well as an understanding of the role of libraries in the community, as described in the Standards of Practice for Professional Librarians. (*See* Appendix, pp. 77-78.) Paraprofessional staff should be classed according to the education required and the responsibilities assigned to the position. Clerical positions should require a high school diploma, or its equivalent, with a potential for acquiring library skills as necessary.

Clearly written policies are important to guide the personnel activities of the library. Personnel procedures defining the routine rules and regulations of a library should be kept in an easily updated format for ready access and distribution.

Goals

1. Every library shall develop, prepare, and implement a written personnel policy in compliance with appropriate federal, state, and local personnel practices. The policy shall be made available to all staff members. (*See* Guideline 1, p. 30.)

2. Every library system, whether single or multi-jurisdictional, regardless of size, shall employ a full-time, state-certified, professional librarian as administrator of the system.

3. All staff positions shall be filled by persons with the qualifications and skills necessary to discharge the duties and responsibilities of these positions.

4. There shall be an adequate number of library staff (excluding custodial) to meet the needs of the population in the service area.

a. Public Service Staff (for headquarters, branches, and extension services):

Hours Open Per Week	I Full-time Equivalent (FTE) Staff Required For Circulation		II Additional Trained Staff Member For Each Service Area (SA) Other Than The Lending Desk (*See* Glossary.)	
40	1 FTE	+	1 FTE × no. SA	+
48	2 FTE	+	2 FTE × no. SA	+
60+	2½ FTE	+	2½ FTE × no. SA	+

III One Additional FTE Staff Member For Every 20,000 Circulations Above Basic Staff From I And II	+	IV Bookmobiles: One FTE Staff Member And Driver For Each Eight Hour Shift

b. Technical Services Staff:

One person (FTE) for every 1,000 volumes processed or part thereof. (If cataloging processes are automated or materials are preprocessed and received ready for public use, the number may be reduced accordingly.)

c. Administrative Staff:

Include such positions as director, assistant director, secretary, personnel manager, bookkeeper, public relations officer, and other personnel designated as administrative by the individual library. (Do not include branch librarians or department heads if they are counted as Public Service or Technical Services personnel.)

d. Reference Staff:

When the total number of reference questions, using the definition of the National Center for Education Statistics in the Glossary, exceeds 2,000 units per month, additional reference staff personnel shall be added. One reference question is counted as five (5) units; one directional question is counted as one (1) unit.

NOTE: Adequate staffing consists of the sum of a, b, c, and d.

5. For libraries serving a population of less than 5,000 the following levels may be used as an alternative to determine staffing (excluding custodial) to meet the needs of the population in the service area.

Level I One FTE staff member for every 3,500 people in the service area.

Level II One FTE staff member for every 2,500 people in the service area.

Level III One FTE staff member for every 2,000 people in the service area.

6. The formula for adequate staffing shall include an appropriate number of professional staff to provide adequate service and execute effective programs. (*See* Requirements That Must Be Met In Order To Receive Grants In Aid, pgs. 59–61.)

Level I 15 percent of the total staff (FTE) are professional librarians.

Level II 25 percent of the total staff (FTE) are professional librarians.

Level III 35 percent of the total staff (FTE) are professional librarians.

7. If special audiences are defined, appropriate staff must be provided.

8. Every library system with three FTE by the above formulas shall have a person in charge of children's services who is knowledgeable about the library service needs of this group. If the children's collection is housed on a separate floor or in a separate building, additional staff over these levels may be needed.

Level I One FTE staff member is primarily responsible for the coordination and implementation of a full range of children's services for a library system.

Level II One FTE professional librarian is responsible for the coordination and implementation of children's services for a library system.

Level III One FTE professional librarian is responsible for coordinating the efforts of one or more FTE staff in each facility in the system, who are responsible for the implementation of a full range of children's services within that facility.

9. Every library serving a population of more than 1,000 young adults, fourteen to seventeen years old (as identified in the latest U.S. Census), shall have a person in charge of young adult services who is knowledgeable about the library service needs of this group.

Level I One FTE staff member is primarily responsible for providing young adult services for a library system.

Level II One FTE staff member is responsible for providing a full range of young adult services for a library system.

Level III One FTE professional librarian is responsible for coordinating and implementing young adult services for a library system.

10. Appropriate support staff shall be provided.

11. Appropriate custodial staff shall be provided.

Guidelines

1. Personnel Policy

   A personnel policy and procedures manual should include information on:

   a. Equal opportunity-affirmative action policy.
   b. Recruitment.
   c. Selection.
   d. Orientation.
   e. Separation procedures.
   f. Employee classifications and definitions.
   g. Salary administration and payment.
   h. Hours of work.
   i. Fringe benefits (retirement; hospitalization; life insurance; annual leave; sick leave; maternity/paternity leave; leave of absence; jury, military, and bereavement leave; compensatory leave; personal leave; holidays; etc.).
   j. Employment services (credit union, etc.).
   k. Performance appraisal.
   l. Employee grievance procedures.
   m. Written standards of conduct.
   n. Professional responsibilities, activities, and staff.

Bibliography

American Library Association, Ad Hoc Committee to Review the ALA Personnel Organization and Procedure Manuals. *The Personnel Manual: An Outline for Libraries*. Chicago: American Library Association, 1977.

Grievance Procedures for State Employees. Rev. Richmond: Commonwealth of Virginia, 1985.

Personnel Administration in the Small Public Library. Chicago: American Library Association, Library Administration and Management Association, 1980.

Rawles, Beverly A. *Human Resource Management in Small Libraries*. Hamden, Conn.: Library Professional Publication, 1982.

Van Zant, Nancy Patton, ed. *Personnel Administration in Libraries*. New York: Neal-Schuman, 1981.

Van Zant, Nancy Patton, ed. *Personnel Policies in Libraries*. New York: Neal-Schuman, 1980.

Staff Development

Philosophy Statement

The purpose of staff development is to increase an employee's job effectiveness in his or her present assignment or prepare a person for future responsibilities. Staff development programs should concentrate on training and continuing education to provide comprehensive orientation within a library system and its local government, to enhance communication and management skills, develop professional expertise, and to improve interpersonal contacts with library users and staff members.

A formal staff development program should identify specific objectives to be achieved, embrace current and future staff development needs, and provide for systematic evaluation of the extent to which training needs are met and objectives achieved.

Goals

1. A library policy manual shall include a staff development policy and plan that shall be reviewed annually and revised periodically to provide for maximum effectiveness. (*See* Guideline 2, p. 35.)

2. A library shall provide a program of routine orientation and specialized in-service training for its staff.

3. Library staff shall be provided the opportunity to participate in appropriate programs offered by local, regional, state, and national organizations and agencies that are relevant to their level and positions.

   Level I — Libraries encourage and provide administrative leave for all staff to participate in appropriate continuing education activities.

   Level II — Libraries provide administrative leave and pay partial expenses for staff to participate in continuing education activities.

   Level III — Libraries encourage staff and provide administrative leave and full funding for staff to attend appropriate continuing education activities.

Guidelines

1. Responsibility

   The planning, implementation, and evaluation of a staff development program will be the responsibility of the library administration with input from all major divisions of the library system.

2. Program Planning

   Steps for creating a staff development program include:

   a. Definition of the goals of the library in terms of personnel objectives.
   b. Clarification of the training needs of the employees through personal and group interviews, questionnaires, supervisor input, and the library's long-range plan.
   c. Preparation of a training-development plan to be accepted by the director and reviewed by all department heads of the library.
   d. Identification of budget needs.
   e. Development of evaluation forms for such areas as participation, performance, observation, and supervisor feedback.
   f. Collection of information necessary to make effective decisions regarding selection, value, and modification of the plan.

3. Activity Inventory

   A staff development program may include the following:

   a. Orientation for a new staff member.
   b. Library skills training.
   c. Management skills training.
   d. Interpersonal skills training.
   e. Internship programs.
   f. Formal course—degree programs.
   g. Conferences—local, state, regional, and national.
   h. Workshops—seminars.
   i. Committee appointments.
   j. Research assignments or group projects.
   k. Staff exchange programs.
   l. Staff rotation programs.
   m. Formal mentor programs.
   n. Special training for services to target groups.

Bibliography

American Library Association, Library Administration and Management Association. *Staff Development: Back to Basics*. Chicago: American Library Association, 1980.

Caputo, Janette S. *The Assertive Librarian*. Phoenix, Ariz.: Oryx Press, 1984.

Conroy, Barbara. *Library Staff Development and Continuing Education: Principles and Practice*. Littleton, Colo.: Libraries Unlimited, 1978.

Rosenberg, Jane, and Maureen Sullivan. *Resource Notebook on Staff Development*. Washington, D.C.: Office of Management Studies, 1983.

Waddle, Linda. *Providing Continuing Education with Limited Re-*

sources: A Practical Guide. Chicago: American Library Association, 1981.

Volunteers

Philosophy Statement

Volunteers may constitute an important community resource for public libraries. Citizens gain an opportunity to use their time and skills in support of a worthwhile community endeavor, while receiving recognition for their efforts and accomplishments. Volunteers usually come to the library on an individual basis and participate in on-going work or special projects. Their tasks should be of genuine significance, enhancing the services and capabilities of the library for which volunteers can become advocates.

The use of qualified volunteers in a planned program is recommended to supplement, not substitute for, paid staff. A key to a good volunteer program is the degree to which volunteers receive supervision, support, and direction from the staff. Training programs for library staff who supervise or work with volunteers contribute to the likelihood of success.

Goals

1. A library with a volunteer program shall have a written plan for the recruitment and assignment of volunteers.
2. There shall be written job descriptions and requirements for volunteers that shall be distributed to volunteers and staff.
3. A member of the paid staff shall serve as volunteer coordinator to organize, direct, implement, and evaluate the volunteer program.
4. Volunteers shall be evaluated and their efforts acknowledged.

Guidelines

1. A library should select volunteers with the skills and qualifications necessary to perform the work they are being asked to do. Unqualified volunteers should not be accepted.
2. Training and supervision of volunteers should be a regular and ongoing part of a volunteer program. Libraries using volunteers should plan for these activities and recognize that they take considerable time, but are essential for a successful program.
3. Volunteers may be recruited for special projects or specific tasks.
4. Volunteers should be asked for a regular commitment for a specified length of time.

5. Appropriate benefits should be offered to volunteers. These may include official recognition, rest periods, insurance, travel reimbursement, etc.

6. Use of volunteers may be justification for additional paid staff.

Bibliography

Volunteer Manual. Virginia Beach, Va.: Virginia Beach Public Library, 1985.

Warner, Alice Sizer. *Volunteers in Libraries II*. New York: *Library Journal*, 1983.

Automation

Philosophy Statement

Library automation is the application of data-processing and telecommunications technologies to one or more major functional areas such as information retrieval, inventory control, or clerical support in libraries. In an integrated automation system, a single bibliographic file supports several functions, such as cataloging, circulation, acquisitions, fund accounting, and maintenance of serial holdings.[1]

While a principle goal of automation is to enable library staff to perform repetitive tasks and provide service more accurately and more effectively than with manual procedures, automation often provides an opportunity to offer additional services. Differences among libraries and the rapid changes in computer technology guarantee no single automation system or set of components can be universally applicable in libraries.

[1]See James Rice, *Introduction to Library Automation* (Littleton, Colo.: Libraries Unlimited, 1984).

Goals

1. The library shall include, in its overall plan, a plan for automation.
   - Level I — Holdings are retrospectively converted to, and maintained in machine readable form, in MARC format and entered in the state data base.
   - Level II — A system-wide operational automated circulation and cataloging system is in place capable of search by author, title, and subject, showing holdings and their status.
   - Level III — Level I and II plus a fully operational public access catalog, and other components as may be appropriate. These systems should be available for on-line search by other library systems through telecommunication or through a Virginia Library Network.
2. Libraries with automated systems shall provide their bibliographic records in full MARC format to the state data base.

Guidelines

Planning for library automation includes a careful and detailed study of the services or tasks to be automated and the development of a long-range plan for the implementation of the system. A library may choose to automate only one aspect of its operation, but this step is not taken

without consideration of automation as a whole, other library priorities and requirements, and the overall impact on the library. Developmental costs, projected system requirements, system evaluation, and vendor comparison should be considered before purchasing any automated system. Costs must be estimated in terms of design, hardware, application and system software, site preparation, file conversion, staff training, system maintenance, and other capital and continuing expenses related to the system. Costs of building modifications that may be required to accommodate automation need to be included in cost estimates.

Bibliography

Corbin, John. *Developing Computer-Based Library Systems*. New York: Neal-Schuman, 1981.

Dowlin, Kenneth E. *The Electronic Library: The Promise and the Process*. New York: Neal-Schuman, 1984.

Matthews, Joseph R. and Kevin Hegarty, eds. *Automated Circulation: An Examination of Choices*. Chicago: American Library Association, 1984.

Rice, James. *Introduction to Library Automation*. Littleton, Colo.: Libraries Unlimited, 1984.

Saffady, William. *Introduction to Automation for Libraries*. Chicago: American Library Association, 1983.

Services

Access To Service

Philosophy Statement

A library and its governing authority have the responsibility to provide free and convenient access to ideas and information. This access is enhanced by a multiplicity of service formats, through the organization and scheduling of library services, and a positive staff attitude toward all library users. Free and convenient access overcoming physical, psychological, geographical, cultural, educational, and age-related barriers to library service should be assured.

A library's service area may encompass many diverse groups. The needs, interests, and points of view of the community range over the broad spectrum of the subjects of interest to contemporary society. Intellectual freedom and the right to read are the cornerstones upon which all library services should be based.

Goals

1. A library's policy manual shall define policies that ensure all constituents equal access to the library and its services. This policy shall be reviewed annually and revised periodically in order to meet the mission, goals, and objectives of the library. (*See* Guidelines, p. 42.)

2. Hours of operation shall be user-oriented and support convenient access. During the open hours, all services shall be available to all users, regardless of age. (*See* Appendix, Requirements That Must Be Met In Order To Receive Grants-In-Aid, pp. 59–61.)

3. A library shall have telephones with listed telephone numbers.

4. Convenient and effective user access to materials and information shall be provided through the logical arrangement of materials and the efficient management of bibliographic data bases or card catalogs that have sufficient access points to satisfy the needs of both users and staff. Materials shall not be sequestered except for the purpose of protection from theft and damage.

5. Library orientation and instruction shall be provided to groups and individuals.

6. There shall be no fee for access to library services. However, a charge imposed on a library system by an outside source for the temporary use of materials or services, as in a data base search, may be passed on directly to the user. The library may not charge for staff costs involved

in the preparation or provision of the services.

Guidelines

An access policy should address the following:

a. Library Bill of Rights.
b. Free Access to Libraries for Minors.
c. Freedom to Read and Freedom to View statements.
d. Confidentiality of library records.
e. Identification of special user groups and their unique requirements.
f. Use of meeting rooms.
g. A clear statement and explanation of any access restrictions that may exist.
h. Theft of materials, including overdue materials.
i. Display and/or distribution of nonlibrary materials.
j. Nonresident access to library services.

Bibliography

American Library Association, Office for Intellectual Freedom. *Intellectual Freedom Manual*. 2nd. ed. Chicago: American Library Association, 1983.

Drake, Miriam A. *User Fees: A Practical Perspective*." Littleton, Colo.: Libraries Unlimited, 1981.

Jones, Frances M. *Defusing Censorship: The Librarian's Guide to Handling Censorship Conflicts*. Phoenix, Ariz.: Oryx Press, 1983.

Lubans, John, Jr., ed. *Educating the Public Library User*. Chicago: American Library Association, 1983.

Robotham, John, and Gerald Shields. *Freedom of Access to Library Materials*. New York: Neal-Schuman, 1982.

Schexnaydre, Linda, and Nancy Burns. *Censorship: A Guide for Successful Workshop Planning*. Phoenix, Ariz.: Oryx Press, 1984.

Reference

Philosophy Statement

A reference transaction is any request for information, in person, by mail, or phone from a user of any age, regardless of purpose of the request, that requires the use of library materials or the professional judgement of the librarian answering the question.[1] To support this activity, a library sustains a staff and collection of materials that reflect the assessed needs of the community. Library reference staff serve as the link between users and resources. It is the responsibility of a library to identify the needs of its community, to provide resources and services to meet those needs, and to monitor the effectiveness of its reference resources and services to aid the continuing planning process.

[1] Douglas Zweizig and Eleanor Jo Rodger, *Output Measures for Public Libraries* (Chicago: American Library Association, 1982), p. 37.

Goals

1. A library's policy manual shall include a written reference services policy. This statement shall be reviewed annually and revised periodically in order to meet the mission, goals, and objectives of the library. (*See* Guideline 1, p. 44.)
2. Reference service shall be provided to all users during all hours the library is open.
3. Telephone reference service shall be provided during all hours the library is open.
4. Reference service shall extend past the boundaries of a particular collection of staff expertise through active referral and the use of interlibrary loan and other networks. (*See* Guideline 2, p. 44.)
5. Reference service shall be measured yearly for efficiency and effectiveness.
   Reference Fill Rate Output Measure[2]
   Level I 75 percent
   Level II 85 percent
   Level III 90 percent

[2] Nancy A. Van House et al. *Output Measures for Public Libraries*, 2d ed. (Chicago: American Library Association, 1987).

Guidelines

1. Reference Policy

   A policy for reference service should address such topics as:

   a. Telephone and mail inquiries.
   b. Priorities of service (telephone, walk-in).
   c. Special user needs (Telecommunications Device for the Deaf, etc.).
   d. Requests for specialized information (medical, legal appraisals, contests, etc.).
   e. Effective response to homework requests.
   f. Library instruction.
   g. Circulation of reference materials.
   h. Referrals.
   i. Confidentiality of reference transactions. (*See* Appendix, Standards of Practice for Professional Librarians, pp. 77–78.)

2. Extended Service

   Extensions of basic reference service may include such services as on-line data base searching (DIALOG, WILSONLINE, etc.) and participation in regional cooperatives.

Bibliography

Durrance, Joan C. *Armed for Action: Library Response to Citizen Information Needs*. New York: Neal-Schuman, 1984.

Katz, Bill, and Ruth A. Fraley, eds. *Evaluation of Reference Services*. New York: Haworth, 1984.

Katz, Bill, and Anne Clifford, comps. *Reference and Information Services: A New Reader*. Metuchen, N.J.: Scarecrow Press, 1982.

Katz, Bill, and Anne Clifford, eds. *Reference and On-Line Services Handbook: Guidelines, Policies and Procedures for Libraries*. New York: Neal-Schuman, 1982.

Interagency Cooperation

Philosophy Statement

The purpose of interagency cooperation is to share human and material resources in order to provide users with information that is needed, but not available, at the local level.

Through the cooperative participation of different types of libraries, innovative systems deliver library services to users regardless of their age or economic level. Resource sharing is one method used to satisfy the information needs of users. Interlibrary loan provides shared access to materials by locating information about specific books or periodicals. Formal agreements for reciprocal borrowing privileges provide direct access to expanded materials by allowing visitors the same privileges accorded to a library's primary users.

Coordinated educational programs for librarians are a shared-resource strategy that can improve quality and reduce the cost of continuing education for library personnel. In order to provide the best possible library service, librarians from different libraries work together to enrich, supplement, and strengthen basic services through various library resource sharing programs. Such programs build on the basic library services of member units and are most effective when built on strong member units.

Automation, staff development, extension services, and shared facilities and personnel costs are additional opportunities for interagency cooperation.

Goals

1. Interlibrary loan shall be provided to all library users in the most efficient, cost-effective manner and with the shortest possible response time.

   Level I — Local interlibrary loan service provides statewide access to materials through the statewide data base. Requests are processed within one (1) week of receipt in the requested library.

   Level II — Interlibrary loan service via the Virginia State Library and Archives and the statewide data base provides national access to materials. Requests are processed within three (3) days of receipt in the requested library.

   Level III — Local interlibrary loan service provides direct national and statewide access at the local level. Requests are processed within 24 hours of receipt in the requested library.

2. A library system shall participate in reciprocal borrowing in order to enhance the community's access to materials.
   - Level I — The public library has informal agreements with some of the other public libraries in its local area and/or region to allow direct user access to materials housed in these collections.
   - Level II — The public library has formal, written agreements with some of the other public libraries in its local area and/or region to allow direct user access to materials housed in these collections.
   - Level III — The public library has formal, written agreements with other public libraries, and informal agreements with other types of libraries to allow direct user access to materials housed in these collections.
3. To extend and enhance services to users, a library shall pursue other types of appropriate interagency cooperative arrangements (e.g., shared staff development, programming, public relations).

Guidelines

Interlibrary loan statistics (circulation and fill rates and response times) can provide data for use in establishing criteria for projections of staffing needs and in developing schedules, collections, and budget requests.

Bibliography

Boucher, Virginia. *Interlibrary Loan Practices Handbook*. Chicago: American Library Association, 1984.

Hehman, Thomas J., comp. *Interlibrary Loan Manual 1982: A Guide to the Interlibrary Loan Services Provided by the Virginia State Library*. Richmond, Va.: Virginia State Library, 1982.

Morris, Leslie R., and Patsy Fowler Brautigan. *Interlibrary Loan Policies Directory*. Chicago: American Library Association, 1984.

Wareham, Nancy L., ed. *Report on Library Cooperation, 1986*. 6th ed. Chicago: Association of Specialized and Cooperative Library Agencies, 1986.

Wisconsin Council on Library and Network Development. *Report of the Council of Library and Network Development on Regional Organization for Interlibrary Cooperation and Resource Sharing: The Development of Multitype Library Systems in Wisconsin*. Bulletin no. 3226. Madison, Wis.: Department of Public Instruction, Division for Library Services, December 1982.

WLNP Steering Committee. *Wisconsin Library Network Plan Report: Recommendation for Network Development at the Area Level.* Madison, Wis.: Wisconsin Department of Public Instruction, December, 1981.

Programming

Philosophy Statement

Library programs are planned to fulfill the goals of the library as defined in its mission statement. Programs publicize the library, introduce special groups to library materials and services, and provide information and recreation. Activities are intended to bring the library's materials collection to the attention of the public. The use of a library's material resources can enhance people's pleasure in, and understanding of, the programs.

Each library should provide appropriate adult, young adult, and children's programs, keeping in mind the needs of the community and its resources. Children's programs, especially those for the preschool child, are important in providing the child contact with the library, thus establishing the foundation of lifelong library use. Programs for young adults should help them find resources which deal effectively with the intellectual, emotional, and social changes they are experiencing. These programs foster their interest in the library by helping them bridge the gap between the children's materials and the adult materials.

Goals

1. The library's policy manual shall include a written programming policy. This statement shall be reviewed annually and revised periodically in order to meet the mission, goals, and objectives of the library.

2. Programming shall be provided with a frequency and variety in response to community needs.

Level I	Year-round programs for one primary target audience.
Level II	Level I plus the addition of regularly scheduled programs for an additional target audience.
Level III	Level II plus regularly scheduled programs for additional target audiences.

Guidelines

1. Programming Policy

   A library programming policy should include the following:

   a. A statement of the library's philosophy regarding free access to information and ideas.

   b. A statement indicating that programs are free and open to all, but providing for charges imposed by an outside program provider to be passed directly to the public, if appropriate.

c. An identification and description of the target audiences.
d. A description of types of programs for different audiences.
e. A provision for publicity.
f. A provision for funding and a budget adequate for materials and staffing.
g. Methods of library staff involvement in programming.
h. Methods to involve people from the community.
i. Methods in which the library might cooperate with outside groups.
j. The library's role in sponsoring programs that are entirely the product of people and/or groups located outside the library.
k. Methods to review and evaluate particular programs and programming in general.
l. A provision for handling criticism and complaints about program presentation or content.
m. A provision for programming through television or other public nonprint media.

2. Formats

Programming formats may include, but are not limited to, such activities as lectures, discussions, debates, book reviews, book talks, films, slide shows, storytelling, school visits, movies, dramatic readings, poetry readings, music recitals, or art displays.

3. Measuring Effectiveness

In measuring the effectiveness of the library's programming, planners often consider attendance, but may also wish to evaluate more subjective factors as participant satisfaction, effectiveness in reaching a target audience, the degree of increase in the public's awareness of the library's facilities or services, the extent of the community's involvement in actual planning and implementation of programs, and adequacy of publicity.

Bibliography

Coster, Kathy, and Barbara Webb. *Gray and Growing: Program Packages for the Older Adult: A Manual*. Rev. ed. Towson, Md.: Baltimore County Public Library, 1982.

Dorman, Gayle. *3:00 to 6:00 P.M.: Planning Programs for Young Adolescents*. Chapel Hill: University of North Carolina Center for Early Adolescence, 1984.

Rayward, W. Boyd. "Programming in Public Libraries: Qualitative Evaluation." *Public Libraries* (1985): pp. 24–26.

Robotham, John S., and Linda LaFleur. *Library Programs: How to Select, Plan and Produce Them*. 2d ed. Metuchen, N.J.: Scarecrow Press, 1981.

Extension

Philosophy Statement

Through extension service a public library serves those community residents who do not use its main facilities, especially citizens whose use of full-service facilities is prevented by institutionalization or handicap. Libraries need to develop service strategies that provide users with access to quality collections and service regardless of access point. Local situations dictate the types of extension service to be provided, and in many cases the distinction between extension service and full-service facilities would be difficult to define. For the purpose of these goals, extension services include such things as bookmobiles, vans, and other non-traditional programs that are not intended to provide immediate access to a full range of library resources.

Goals

1. A library policy manual shall include written policies for provision of extension service. These policies shall be reviewed annually and revised periodically in order to meet the mission, goals, and objectives of the library.

2. Every regional, county, and city library providing library service to an area of more than 400 square miles and/or more than 25,000 persons must provide some form of extension service. (*See* Appendix, Requirements That Must Be Met In Order To Receive Grants-In-Aid, pp. 59–61; Guideline 1, p. 51.)

3. Libraries shall establish a delivery system among all outlets and extension services.

4. Libraries shall monitor fill rates for users of a library system's outlets and extension services.

5. The size of an extension or outlet shall be based on its purpose; but in no case should it replace a branch except when a definite plan exists to upgrade it to a full-service facility.

6. In the absence of convenient access to a full-service facility and after an analysis of local needs indicating a full-service facility is not justified, the following level of extension service shall apply:

   Bookmobiles/Vans

   Level I — Monthly stops of at least thirty minutes within fifteen minutes of user's residence; staff of 1 FTE.

Level II Twice-a-month stops of at least thirty minutes within fifteen minutes of user's residence; ready reference service; staff of 2 FTE.

Level III Weekly stops of at least thirty minutes within fifteen minutes of user's residence; automated catalog or COMCAT; full reference service via radio and telefacsimile; photocopier provided; staff of 2 FTE (one of whom is a professional librarian).

Books by Mail

Level I Annual annotated catalog of at least 500 titles supplemented by a semiannual list of new arrivals; staff of 1 FTE.

Level II Semiannual annotated catalog of at least 500 titles supplemented by semiannual lists of new arrivals; staff of 1½ FTE.

Level III Quarterly annotated catalog of at least 500 titles, supplemented by regular lists of new arrivals; staff of 2 FTE.

Guidelines

Bookmobiles Vans

1. Service should be offered at a time convenient to the majority of the people in a given area. Evening and weekend hours should be scheduled.
2. Vehicles should be equipped to accommodate the handicapped.
3. Statistics should be kept of bookmobile service at each stop and cost data for operation. In addition, the following factors should be analyzed periodically:
   a. Number of users.
   b. Circulation of each stop.
   c. Hours of travel time.
   d. Hours of service to users.
   e. Number of staff scheduled.
   f. Miles of travel for each stop.
4. Bookmobile stops should be located to serve the maximum number of people.
5. Schedules should be adjusted periodically to accommodate changes in population, either growth or decline.
6. The collection should be selected and maintained in accordance with the goals of the library system.
7. The number of patrons and the needs of the various age and interest

groups served should be reflected in the allocation of materials and support for bookmobile service.

Books by Mail

1. Postage should be paid by the library.
2. A separate books-by-mail collection should be maintained, supplemented by the library's main collection.
3. Service should be provided to all residents in the service area who do not have access to a fixed facility and to the homebound and residents of institutions, regardless of their location.
4. Statistics should be maintained on the use of books-by-mail service, including number of users and circulation, cost data, and demographics for its operation.

Bibliography

Correy, Therese. *Library Community Services.* Inglewood, Calif.: Inglewood Public Library, 1977.

Research and Reality: Library Services to Rural Populations. Proceedings of the Public Library Association, Small and Medium-sized Libraries Section, Rural Library Services Committee, American Library Association Annual Conference, Philadelphia, 1982.

Appendixes

Selected Sections, *Code of Virginia*

Virginia Freedom of Information Act

2.1-340.1. Policy of chapter. It is the purpose of the General Assembly by providing this chapter to ensure to the people of this Commonwealth ready access to records in the custody of public officials and free entry to meetings of public bodies wherein the business of the people is being conducted. . . .

2.1-341. Definitions. "Meeting" or "meetings" means the meetings, when sitting as a body or entity, or as an informal assemblage of (i) as many as three members, or (ii) a quorum, if less than three, of the constituent membership, wherever held, with or without minutes being taken, whether or not votes are cast, or any legislative body, authority, board, bureau, commission, district or agency of the State or of any political subdivision of the State, including cities, towns and counties, municipal councils, governing bodies of counties, school boards and planning commissions; boards of visitors of State institutions of higher education; and other organizations, corporations or agencies in the State, supported wholly or principally by public funds. . . .

2.1-342. Official records to be open to inspection; procedure for requesting records and responding to request; charges; exceptions to application of chapter. (a) Except as otherwise specifically provided by law, all official records shall be open to inspection and copying by any citizens of the State during the regular office hours of the custodian of such records. Access to such records shall not be denied to any such citizen of the State. . . . (b) The following records are excluded from the provisions of this chapter. . . . (7) Library records which can be used to identify both (i) any library patron who has borrowed material from a library and (ii) the material such patron borrowed.

Libraries

42.1-33. Power of local governments to establish and support libraries. The governing body of any city, county or town shall have the power to establish a free public library for the use and benefit of its residents. The governing body shall provide sufficient support for the operation of the library by levying a tax therefor, either by special levy or as a fund of general levy of the city, county or town. The word "support" as used in this chapter shall include but is not limited to, purchase of land for library buildings, purchase or erection of buildings for library purposes, purchase of library books, materials and equipment, compensation of library personnel, and all maintenance expenses for library property and equipment.

Funds appropriated or contributed for public library purposes shall constitute a separate fund and shall not be used for any but public library purposes.

42.1-34. Power of local governments to contract for library service. Any city, town or county shall have the power to enter into contracts with adjacent cities, counties, towns, or state-supported institutions of higher learning to receive or to provide library service on such terms and conditions as shall be mutually acceptable, or they may contract for a library service with a library not owned by a public corporation but maintained for free public use. The board of trustees of a free public library may enter into contracts with county, city or town school boards and boards of school trustees to provide library service for schools. Any city or county governing body contracting for library service shall, as a part of such contract, have the power to appoint at least one member to the board of trustees or other governing body of the library contracting to provide such service. Any city or county thus contracting for library service shall be entitled to the rights and benefits of regional free library systems established in accordance with the provisions of 42.1-37. The board of trustees or other governing body of any library established under the provisions of 42.1-33 may also, with the approval of and on terms satisfactory to the State Library Board, extend its services to persons in adjacent areas of other states.

42.1-35. Library boards generally. The management and control of a free public library system shall be vested in a board of not less than five members or trustees. They shall be appointed by the governing body, chosen from the citizens at large with reference to their fitness for such office. However, one board member or trustee may be a member or an employee of the local governing body. Initially members shall be appointed as follows: One member for a term of one year, one member for a term of two years, one member for a term of three years, and the remaining members for terms of four years; thereafter all members shall be appointed for terms of four years. The governing body of any county or city entitled to representation on a library board of a library system of another jurisdiction pursuant to 42.1-34 shall appoint a member to serve for a term of four years, or until the contract is terminated, whichever is shorter. Vacancies shall be filled for unexpired terms as soon as possible in the manner in which members of the board are regularly chosen. A member shall not receive a salary or other compensation for services as a member but necessary expenses actually incurred shall be paid from the library fund. However, the governing body of Fairfax County may pay members of its library board such compensation as it may deem proper. A member of a library board may be removed for misconduct or neglect of duty by the governing body making the appointment. The members shall

adopt such bylaws, rules and regulations for their own guidance and for the government of the free public library system as may be expedient. They shall have control of the expenditures of all moneys credited to the library fund. The board shall have the right to accept donations and bequests of money, personal property, or real estate for the establishment and maintenance of such free public library systems or endowments for the same.

42.1-36. Boards not mandatory. The formation and creation of boards shall in nowise be considered or construed in any manner as mandatory upon any city or town with a manager, or upon any county with a county manager, county executive, urban county manager or urban county executive form of government or Chesterfield County, by virtue of this chapter.

42.1-37. Establishment of regional library system. Two or more political subdivisions, (counties or cities), by action of their governing bodies, may join in establishing and maintaining a regional free library system under the terms of a contract between such political subdivision; provided, that in the case of established county or city free library systems, the library boards shall agree to such action.

42.1-38. Agreements to create regional boards. Two or more political subdivisions (counties or cities) which have qualified for participation in the State's regional library program, have been recognized as a region by the State Library Board, and have made the minimum local appropriation of funds as may now or hereafter be recommended by the Board, are hereby empowered and authorized to execute contracts with each other to create a regional library board to administer and control the regional library services within the region. Each jurisdiction shall, as a part of such contract, have the power to appoint at least one member to the regional library board.

42.1-39. Regional library boards generally. The members of the board of a regional library system shall be appointed by the respective governing bodies represented. If the board of the regional library system is composed of two or more members from each county, city and town that is a part thereof, then each governing body represented on the board may appoint a member or an employee of the governing body to the board. Such members shall in the beginning draw lots for expiration of terms, to provide for staggered terms of office, and thereafter the appointment shall be for a term of four years. Vacancies shall be filled for unexpired terms as soon as possible in the manner in which members are regularly chosen. No appointive member shall be eligible to serve more than two successive terms. A member shall not receive a salary or other compensation for services as member, but necessary expenses actually incurred shall be paid from the library fund. A regional board member may be removed for misconduct or neglect of duty by the governing body making the

appointment. The board members shall elect officers and adopt such bylaws, rules and regulations for their own guidance and for the government of the regional free library system as may be expedient. They shall have control of the expenditure of all moneys credited to the regional free library fund. The regional board shall have the right to accept donations and bequests of money, personal property, or real estate for the establishment and maintenance of such regional free library system or endowments for same.

Welfare. Rights Of Blind, Deaf And Physically Disabled Persons.

63.1-171.1. Declaration of policy; definitions. It is the policy of this Commonwealth to encourage and enable the blind, the visually handicapped, and the otherwise physically disabled to participate fully in the social and economic life of the State and to engage in remunerative employment. . . .

63.1-171.2. Rights of blind, deaf and physically disabled persons in public places of public accommodation. (a) The blind, the visually handicapped, and the otherwise physically disabled have the same right as the able-bodied to the full and free use of the streets, highways, sidewalks, walkways, public buildings, public facilities, and other public places. . . . (c) Each totally or partially blind person shall have the right to be accompanied by a dog trained as a guide dog, and every deaf or hearing impaired person shall have the right to be accompanied by a dog trained as a hearing dog on a blaze orange leash . . . provided he shall be liable for any damage done to the premises or facilities by such dog.

Requirements That Must Be Met In Order To Receive Grants-In-Aid

(Adopted by The Library Board, October 31, 1977)

In order to qualify for grants-in-aid, all libraries serving more than 5,000 persons shall meet the following requirements by July 1, 1980.

I. Be organized under the appropriate section of the *Code of Virginia*. Not more than one library in a county or regional library system or a municipal governmental unit may receive a grant.

II. Submit to the State Library Board:
   1. Charter, resolutions, or other legal papers under which they are organized.
   2. A copy of the bylaws of the board of trustees, and a list of trustees, revised as changes occur.
   3. A five-year plan, adopted by the governing body of the library (trustees or equivalent) for the development of library service in the area (areas) served. In order to receive continuing grants, this plan must be updated annually.
   4. A written statement of policy covering such items as: service, personnel, and maintenance of book collections and other material.
   5. Statistical and financial reports including audits and statements of progress of the plan as requested.
   6. A copy of the budget for the expenditure of local funds, not including anticipated state and federal funds. This must be submitted annually.

III. Have local operating expenditures of at least $1.75 per capita by July 1, 1980, and $2.00 per capita by July 1, 1981, two-thirds of which must be from taxation or endowment. Libraries obtaining aid for the first time must meet the lower requirement within two years after approval of the first grant and the higher amount within three years.

Local operating expenditures from taxation or endowment for any library, or library system, shall not fall below that of the previous year. In cases where the budgets of all of the departments of the local government are reduced below those of the previous year, the library's state grant-in-aid would be reduced. The State Library may require that the amount of such reduction in the library's total expenditure be subtracted from the library's eligibil-

ity and that the state grant be reduced accordingly. If the library's budget is reduced and other agencies' budgets are not, then the library would receive no state grant-in-aid and would be ineligible for one until local expenditures shall have again reached or exceeded the local effort at the time of the last previous grant.

The library would be ineligible for any federal funds if local funds are reduced below that of the previous year. Grants-in-aid shall be used as supplements to local funds.

The amount of any undesignated balance in the local operating budget at the end of the fiscal year that exceeds 10 percent will be subtracted from the grant, which is based on that year's expenditures.

IV. Have certified librarians in positions as required by state law.

V. Keep open a headquarters library or centrally located branch at least forty hours a week offering a full range of library services. This schedule must include at least four evening hours and appropriate weekend hours.

VI. 1. Maintain an up-to-date reference collection and set up procedures for securing materials from other libraries through interlibrary loan.

2. Organize materials for convenient use through shelf arrangement, classification, and cataloging, and provide a catalog of its resources.

3. Stimulate use of materials through publicity, displays, reading lists, story hours, book talks, book and film discussions, and other appropriate means.

4. Lend guidance in all outlets to individuals in the use of informational, educational, and recreational materials.

5. Lend assistance to civic, cultural, and educational organizations in locating and using materials for program planning, projects, and the education of members.

6. Maintain a collection of currently useful materials by annual additions and systematic removal of items no longer useful to maintaining the purpose and quality of its resources.

VII. Every regional, county, and city library serving an area of more than 400 square miles and or more than 25,000 persons must provide some form of extension service acceptable to the board.

VIII. If a library system has two or more service units, either branches or stations, it must maintain a scheduled, frequent delivery system.

IX. The Library Board may, at its discretion, make exceptions for a specified period of time to any single requirement listed above. The exception will be made only if the library can show that a real effort has been made to meet the requirement and that significant progress has been made toward meeting this requirement.

Library Lighting Standards

This information was received from the Capital Development Board, State of Illinois, and taken directly from the *IES Lighting Handbook*, edited by John E. Kaufman. New York: Illuminating Engineering Society of North America, 1981.

AREA	INTERIOR LIGHTING	FOOTCANDLES ON TASKS
LIBRARY		
	Reading areas	
	Reading printed materials	30+
	Study and note taking	70+
	Conference areas	30+
	Seminar rooms	70+
	Book stacks (30 inches above floor)	
	Active stacks	30*
	Inactive stacks	5*
	Book repair and binding	70
	Cataloging	70+
	Card files	100+
	Carrels, individual study areas	70+
	Circulation desks	70+
	Rare book rooms—archives	
	Storage areas	30
	Reading areas	100+
	Maps, picture, and print rooms	
	Storage areas	30
	Use areas	100+
	Audiovisual areas	
	Preparation rooms	70
	Viewing rooms (variable)	70
	Television-receiving room (shield viewing screen)	70
	Audio listening areas	
	General	30
	For note taking	70+
	Record inspection table	100*
	Microform areas	
	Files	70+
	Viewing areas	30

* Minimum on the task at any time for young adults with normal and better than twenty/thirty corrected vision.

+ Equivalent sphere illumination.

Site Evaluation Questionnaire

Library planners may wish to answer the following questions when choosing a site for construction of a library facility:

1. Will the library site provide convenient access to vehicular and pedestrian traffic?
2. Will there be adequate off-street parking?
3. Will there be adequate parking space available on the site?
4. Does the site provide for future building expansion?
5. Is there visibility to potential users?
6. Is the site in a location between the residential area and the downtown shopping and business area?
7. If the site borders a highway, are there future plans for major improvements in accordance with local, state, or federal highway master plans that could change the character or reduce the site in size?
8. Are there any utility easements on the site?
9. Are there any hidden obstacles to the site, such as sewer lines, abandoned drainage lines, underground utilities, improperly packed fill, underground water and streams, and bedrock?
10. Is the site now owned by the local governing body? If not, is the site available for purchase?
11. Is the site generally free from adjoining nuisances such as a factory or business that might produce noxious odors, emit distracting noise, or create an unpleasant visual environment?
12. Has The Library Board approved the site? Date?
13. Has the local governing body approved the site? Date?
14. What is the present zoning of the site? Can the zoning be changed to accommodate the library?
15. What is the proximity of the site to the central business district?
16. What is the size of the site?
17. What is the shape of the site?
18. What is the orientation, i.e., south, north, east, west exposure, etc.?

19. What is the topography of the site and the soil conditions?
20. What is the value of the site based on an appraiser's report?
21. What physically existing obstacles are on the site; i.e., shrubs, trees, etc., that would not be removed, and could create a security hazard?
22. What is the site currently being used for?
23. If the site is currently in use, what problems have been associated with the site?

Library Bill Of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services:

1. Books and other library resources should be provided for the interest, information, and enlightenment of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use the library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980, by the ALA Council.

Freedom To Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently arise from a view that our national tradition of free expression is no longer valid, that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the thoroughness and resilience of our society and leaves it the less able to deal with stress. Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners

of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essentials to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority. Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated. Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider

a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author. A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression. To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous. The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or taste upon the community at large. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is not freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one. The freedom to read is of little consequence when expended on the trivial; it is frustrating when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their facilities, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Freedom To View Statement

The freedom to view, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials because they have proven to be among the most effective means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. It is in the public interest to provide for our audiences, films and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

3. It is our professional responsibility to resist the constraint of labeling or prejudging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Educational Film Library Association's Freedom to View Committee and was adopted by the EFLA Board of Directors in February 1979.

Free Access To Libraries For Minors An Interpretation Of The Library Bill Of Rights

Some library procedures and practices effectively deny minors access to certain services and materials available to adults. Such procedures and practices are not in accord with the LIBRARY BILL OF RIGHTS and are opposed by the American Library Association.

Restrictions take a variety of forms, including, among others, restricted reading rooms for adult use only, library cards limiting circulation of some materials to adults only, closed collections for adult use only, collections limited to teacher use, or restricted according to a student's grade level, and interlibrary loan service for adult use only.

Article 5 of the Library Bill Of Rights states that, "A person's rights to use a library should not be denied or abridged because of origin, age, background, or view." All limitations on minors' access to library materials and services violate that article. The "right to use a library" includes use of, and access to, all library materials and services. Thus, practices which allow adults to use some services and materials which are denied to minors abridge the use of libraries based on age.

Material selection decisions are often made and restrictions are often initiated under the assumption that certain materials may be "harmful" to minors, or in an effort to avoid controversy with parents. Libraries or library boards who would restrict the access of minors to materials and services because of actual or suspected parental objections should bear in mind that they do not serve in loco parentis. Varied levels of intellectual development among young people and differing family background and childrearing philosophies are significant factors not accommodated by a uniform policy based upon age.

In today's world, children are exposed to adult life much earlier than in the past. They read materials and view a variety of media on the adult level at home and elsewhere. Current emphasis upon early childhood education has also increased opportunities for young people to learn and to have access to materials, and has decreased the validity of using chronological age as an index to the use of libraries. The period of time during which children are interested in reading materials specifically designed for them grows steadily shorter, and librarians must recognize and adjust to this change if they wish to serve young people effectively. Librarians have a responsibility to ensure that young people have access to a wide range of informational and recreational materials and services that reflect sufficient diversity to meet the young person's needs.

The American Library Association opposes libraries restricting access

to library materials and services for minors and holds that it is the parents—and only the parents—who may restrict their children—and only their children—from access to library materials and services. Parents who would rather their children did not have access to certain materials should so advise their children. The library and its staff are responsible for providing equal access to library materials and service for all library users.

The word "age" was incorporated into Article V of the LIBRARY BILL OF RIGHTS because young people are entitled to the same access to libraries and the materials in libraries as are adults. Materials selection should not be diluted on that account.

Adopted June 30, 1972; amended July 1, 1981, by the ALA Council.

Guidelines For Library Services To An Aging Population

To encourage libraries to keep pace with the increased national interest in the special needs and problems of persons over age sixty-five and to respond to an expressed need by librarians who are seeking ways to initiate and develop services to this growing segment of the population, the Committee on Library Services to an Aging Population, Reference and Adult Services Division, American Library Association, has prepared the following guidelines.

Knowledge And Information Collection

1. Identify community agencies which serve the aged and aging such as: Green Thumb, FIND, Senior Aides (NCOA), RSVP, SCORE, Foster Grandparents (Action), Social Security Meals on Wheels, Senior Centers, Visiting Nurses, Telephone Reassurance, etc. Confer with agency personnel on ways in which the library can contribute to the achievement of their goals and objectives through:
   a. Resources, materials, and services for the professional and lay workers and for the older persons they serve
   b. Areas of library agency cooperation
   c. Involvement of key persons in the field of aging

2. Identify and confer and explore with older persons in the community in special groups and individually, considering ways in which the library can contribute to their interests and services:
   a. Resources, materials, and services.
   b. Areas for their active involvement in library services for the aging.
   c. Areas of programming including programs with all-age appeal.
   d. Outreach to retirement homes, senior centers, church circles, NRTA/AARP, National Association of Retired Federal Employees, and other retirement groups.

3. Confer with every librarian in the community—public, school, college and university, library school, hospital and institutional, and special—to enlist their interest in comprehensive cooperative planning for the aging.

4. Locate sources of appropriate materials including large-print books, talking books, tapes, films, and pamphlets which are available for purchase, for free, or for borrowing.

5. Consult library literature for bibliographic material, findings of librar-

tains working with the aging, and leads to contacts and information exchange with librarians outside the local community.

Knowledge And Information Dissemination

1. Organize information on community agencies, activities, and resources of special importance to the aged, the aging, and all organizations working with them.
   a. Maintain well-annotated files which include names, telephone numbers, addresses, and types of services available for information and referral on:
      1. Speakers, book reviewers, and other resource persons available for programs.
      2. Materials available from other agencies for public dissemination.
      3. Human resources—health, home maintenance, etc.
      4. Publications, reports, community population profiles, funding agencies, and other research resources.

2. Publicize such information and program resources through:
   a. Library's PR media—radio, TV, newspapers, fliers, and displays.
   b. Mailing of informative brochures to club presidents, committee chairmen, and concerned agencies.
   c. Introducing such materials, demonstrating their use, or cosponsoring with other agencies and organizations discussion series and programs at the library or out in the community.
   d. Providing reading lists and exhibits of use and interest to the general public of all ages.
   e. Attending meetings, giving talks, always working toward community involvement.

Action

1. Assess resources and initiate services which can be readily offered by the library.
   a. Create within the library a welcoming and nonthreatening atmosphere through concerned personnel and physical arrangements, and explore ways and means of facilitating accessibility of materials through flexible loan periods and renewal privileges.
   b. Include within the library collection books that meet particular recreational, informational, and bibliographic needs of the aging.
   c. Provide information and referral as in I above.
   d. Rotate book collections to institutions.
   e. Train volunteers to work with institutional collections where there is no librarian.

f. Cooperate with institutional librarians.
g. Locate the homebound and initiate mail service.
h. Enlist volunteers to transport people to the library or to deliver books to the homebound.
i. Plan programs and projects involving older persons in the planning—taping oral history, discussion series, poetry readings, craft exhibits.
j. Experiment with older person/teenage interinvolvement. Try ecology and the environment, oral history, storytelling, folksinging.
k. Work with schools and universities to promote continuing education for older adults.
l. Locate preretirement groups sponsored by business and industry and advise them as to the library resources.
m. Continually explore new approaches.

2. Evaluate what you have accomplished, what more you can do alone, and what needs to be done with outside funding or resources.
a. Set priorities for greater needs.

Prepared by the Committee on Library Services to an Aging Population, Reference and Adult Services Division, American Library Association. Adopted by RASD, July 3, 1975.

Suggested Standards Of Practice For Professional Librarians In The Commonwealth Of Virginia

Preamble

The following standards of practice are predicated on the premise that all professional librarians work to serve the public interest and that this interest is best served by adherence by the librarian to the principles of intellectual freedom and the public's right to know those things that govern and influence the public welfare. Acceptance of the advocacy of these principles applies to those professional librarians engaged in practice and who are employed by the commonwealth, a county, a municipality, a private institution, a for-profit or not-for-profit organization, or in private practice.

The practice of a professional librarian includes, but is not limited to, knowledge of the following:

1. The organization, retrieval, and dissemination of information and material resources for research, teaching, general study, leisure pursuits, and practical endeavors.
2. The means for identifying the information and reading needs of the current and potential users of any given library service community.
3. The principles and procedures by which appropriate materials are selected, located, and acquired.
4. The theory and management of complex library processes such as classification, indexing, file structure, serials control, circulation systems, and the preparation and maintenance of bibliographic records.
5. The techniques of document delivery and facilitation of use of the resources of the library collection.
6. Management of the library's fiscal and other resources, including physical plant, print and nonprint materials, and personnel.
7. Communication and learning theories in order that clients may be served appropriately and effectively.
8. The importance of and the means for ensuring the preservation of library materials.
9. The formation and implementation of an economical and productive search strategy.

10. The use of electronic means for collecting, storing and retrieving information and in conducting routine library record maintenance.
11. The practice of cooperative planning and the formation of library networks.
12. Current developments and issues as well as the state of the art of library and information services.
13. An awareness and acceptance of the tenets and philosophy of the Code of Professional Ethics, adopted by the American Library Association in 1981 and the Virginia Library Association in 1983.

Grounds for discipline shall include:

1. Conviction of a felonious crime.
2. Violation of library-related statutes of the Virginia *Code*.
3. Willful participation in attempts at censorship or infringement of intellectual freedom.
4. Failure to maintain confidentiality of library records and client transactions, unless compelled by a court-ordered subpoena.
5. Failure to adhere to the principles of due process and equality of opportunity in professional relationships and personnel actions.
6. Use of the library's facilities or the individual librarian's position for personal or financial gain, at the expense of library users, colleagues, or the employing institution.
7. Allowing personal beliefs and philosophies to interfere with the delivery of fair, unbiased, and equitable library service.

Prepared by the Ad Hoc Advisory Committee on Certification, approved by Virginia Library Association Executive Board, January 6, 1985.

Statement On Professional Ethics, 1981

Introduction

Since 1939, the American Library Association has recognized the importance of codifying and making known to the public and the profession the principles which guide librarians in action. This latest revision of the *Code of Ethics* reflects changes in the nature of the profession and in its social and institutional environment. It should be revised and augmented as necessary.

Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

Librarians are dependent upon one another for the bibliographical resources that enable us to provide information services, and have obligations for maintaining the highest level of personal integrity and competence.

Code Of Ethics

1. Librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance.

2. Librarians must resist all efforts by groups or individuals to censor library materials.

3. Librarians must protect each user's right to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired.

4. Librarians must adhere to the principles of due process and equality of opportunity in peer relationships and personnel actions.

5. Librarians must distinguish clearly in their actions and statements between their personal philosophies and attitudes and those of an institution or professional body.

6. Librarians must avoid situations in which personal interests might be served or financial benefits gained at the expense of library users, colleagues, or the employing institution.

Children's Services Suggested Guidelines

Children are creative, inquiring individuals with unique capabilities for intellectual and emotional growth. It is important that libraries provide opportunities to meet their special needs. In order to utilize effectively a library's resources, children's services should include work with the other service areas of the library as well as community agencies and individuals who are serving children. While many items included in the *Minimum Standards for Virginia Public Libraries* apply to children's services, the unique needs of children require that these standards be amplified with the following guidelines:

I. Staff

a. Each library system should have at least one professional librarian with training in library services to children whose entire responsibility is guiding and coordinating a full range of children's services, including the selection and maintenance of a children's collection. In small libraries (serving under 25,000) or in branch libraries where no professional children's librarian is on the staff, a staff member should be designated to coordinate children's services. When the first professional in such small libraries does not have training as a children's librarian, the qualifications for the second professional position should include training in library services for children.

b. The children's service area should be open and staffed during all hours the library is open in accordance with the *Recommended Minimum Standards For Virginia Public Libraries*, Section IIA.

c. Adequate support personnel should be provided to allow the staff to give full attention to reference, readers' advisory services, and program planning and implementation.

d. Personnel employed in children's services should be encouraged to participate in professional organizations and continuing education experiences. Release time and necessary funds should be made available for attending professional workshops and conferences.

II. Materials

a. A written library selection policy should include criteria for the selection of children's materials.

b. The children's collection should be regularly and critically evaluated to ensure that it reflects the current needs of the community.

The development of the children's collection should be closely coordinated with programs of other agencies and organizations within the community that offer services to children and parents.

c. All forms of library materials should be made available in the children's collection.

d. Reference materials, professional tools, and materials for parents and other adults working with children should be a part of the children's collection.

e. At least 25 to 35 percent of the materials budget of the library should be spent for children's materials. In allocating the budget for children's materials, the administrator should consider the children's population in the community, the juvenile circulation, the relative cost of juvenile materials, and the needs of the children's collection.

III. Access

a. Children should have full access to all library materials and services including reserves, interlibrary loan, and access to any available automated data bases. This access should embrace the Library Bill of Rights and the Free Access to Libraries for Minors interpretation as adopted by the American Library Association Council in 1972.

b. Any planned or current implementation of a union catalog of library materials whether in traditional card form or in computer-produced microform should include children's materials.

IV. Planning and Management

The children's services personnel should be a part of the administrative team of the library and thus involved directly in setting library policy, including goals, objectives, and budgeting.

V. State Consultants

The children's services staff should be encouraged to take advantage of the resources available through the State Library consultants and the specialist in children's services.

VI. Cooperation with Other Libraries and Agencies

Communication and cooperation with schools and other agencies serving children is mutually beneficial and results in enriched community programs. The cooperation should be actively pursued.

Note: In an effort to acknowledge the efforts of previous state committees and the concerns of Virginia Library Association's Children's and Young Adult Round Table as well as

support the Library Development Committee's new approach to standards for children and young adults, the full texts of the previous standards for these respective groups are included here for historical background and amplification.

Adopted by The State Library Board, April 30, 1979.

Young Adult Services Guidelines For Virginia

Rationale for Young Adult Services in the Public Library

Young adults need specialized library services. They experience the physical changes associated with adolescence while they are engaged in the development of new and different relationships with their peers, parents, and other adults. Young adults are also struggling to develop a sense of self-identity and are examining alternative vocational possibilities. The degree of growth is comparable to that experienced by the preschool child. Just as services of the public library can be critical to the fullest growth of the preschool child, so can these services be essential to young adults.

Young adults have become too old to consider themselves children, yet their development has not continued to a point where they can be considered adult library users. It is ironic that at a time when young adults need supportive, nonjudgmental guidance from librarians, the library often expects them to become independent users of its resources. This abrupt change can be bewildering. Young adults need help discovering the authors who have written in an appealing and meaningful way about the changes they are experiencing. Without guidance to help them on the way to independence, they can become lost in an adult collection and are more likely to turn from reading at a time when it can be crucial in their lives.

All public libraries must strive to meet the emotional and other developmental needs of this age group. This service can best be organized to serve as a bridge from the children's collection to the larger world of ideas and emotions represented in the adult collection.

Staffing for Young Adult Services

Service to young adults involves more than setting aside a few books and labeling them "young adult." Interaction between young adults and the librarian is critical. Young adult librarianship is personnel intensive, and the young adult specialist is the most important component of that service.

Staffing Levels

1. Each library system should have at least one professional librarian with training in young adult services whose sole responsibility is the coordination and implementation of a full range of young adult services.

2. Smaller public libraries and branch libraries should have a staff member whose duties include responsibility for young adult services.

The commitment of time to young adult services in these libraries should be proportional to the number of young adults in the library service area.

Staff Responsibilities

1. Selection and maintenance of materials appropriate to young adult needs.
2. Planning and delivery of readers' advisory services designed for young adults.
3. Planning and delivery of programs for young adults.
4. Participation in alliances of community agencies committed to serving the needs of young adults in community life.

Staff Qualifications

1. Formal training in young adult literature and services and in adolescent psychology, or comparable and related experience in these areas.
2. Capacity to relate positively to young adult patrons.

Consultant Services

The Virginia State Library should provide advice to public librarians in the planning and development of services to young adults. This assistance should be provided by a designated Consultant for Young Adult Services.

Young Adult Collection Development

The emphasis in young adult collection development should be upon fiction and nonfiction materials that address the needs of the young adult for personal and social development and recreational reading and information.

Selection

1. The library should have a written young adult materials selection policy. This policy should express a positively stated rationale for acquiring young adult materials.
2. The interests and abilities of the young adult grow dramatically with age and relative maturity. A broad range of materials with varying degrees of complexity and sophistication should be selected.

3. Both print and nonprint media should be included in a young adult collection.
4. Paperback books should be prominent in a young adult collection because of their convenient size and a cost that enables heavy duplication of popular titles.
5. Materials should be added frequently and withdrawn promptly on the basis of relevance, currency of need, and popular appeal.

Access

Young adults should have full access to library materials and services regardless of cost, location, intended age level, or format.

Housing and Displaying the Collection

It is ideal to maintain a separate young adult materials collection and to house that collection in a designated space where young adults can gather in the company of their peers. This space may constitute a paperback book rack or an entire room. Whatever the space allocation, the area should serve as a focal point for young adults, a place where they feel welcome in the library and where they can find materials selected with their interests in mind.

1. Young adult materials should be housed in a way that increases their visibility.
2. Architecture, furniture, and display equipment should create an attractive atmosphere for the young adult user.
3. Materials should be labeled appropriately and the catalog record marked to indicate their intended audience.
4. A separate young adult area should be provided in all new construction and all interior renovation projects. The location and the amount of space allocated to the young adult area will vary among libraries according to their size, design, and the number of young adults in the service area.
5. If a separate young adult collection is impossible, young adult materials interfiled in the adult and juvenile collections should be appropriately labeled.

Young Adult Services Policy Statement

Each library system should develop a comprehensive policy describing

its organization of services to young adults. This policy should address each area of concern described in these guidelines and adapt them to the specific needs and conditions that exist in a particular library. While formulating this policy, the library should assess both the size and needs of its young adult community and other resources available to meet these needs. Once formulated, the policy statement should stand as a guide to future management of these services.

Policy Development

A designated Consultant for Young Adult Service with the Virginia State Library should maintain a file of young adult policy statements gathered from public libraries throughout the United States. These statements should be available to Virginia public libraries interested in developing a young adult services policy.

Budget Allocation

A commitment to young adult services means a commitment of human and materials resources. These commitments translate into an allocation of dollars. Libraries planning to establish services for young adults should make this allocation formally through whatever budget process is appropriate. Such a formal commitment of resources is necessary for young adult services to be an integral part of the library program.

Prepared by the Young Adult Services Guidelines Subcommittee, Library Development Committee, Virginia Library Association. Approved by the State Library Board, April 25, 1983.

Glossary Of Library Terms

Access:

The availability of library and information services to any potential user. Access is complicated by such things as architectural barriers, illiteracy, and inadequate physical plants.

Audiovisual Materials (A-V):

Aids to learning through use of the ear and/or eye. Includes such library materials as phonograph records, slides, motion pictures, filmstrips, tapes, audio cassettes, and video cassettes.

Automation:

Application of computers and other technology to library operations and services.

Books and Library Materials:

Books, maps, newspapers, magazines, pamphlets, manuscripts, documents, public records, microforms, audiovisual material in any format, machine-readable data records, materials for the developmentally disabled and handicapped, or other documentary, written, or printed materials, using any technology, which are processed and organized for use by members of the public generally. These items must be cataloged in order to be counted as part of the collection.

Branch:

A public service outlet in separate quarters from the central library which provides a permanent collection of reference and circulating materials; at least 20 hours of public service per week; permanent paid staff; author, title, and subject catalog; and a telephone. A branch is and serving as a guide to the materials found in the library. Common formats include card, book, or microform.

Circulation:

The activity of a library in lending books and other materials to borrowers and keeping a record of such loans. The method of circulation is called the circulation system.

Collection:

A group of library materials having a common characteristic, such as

Juvenile Collection, Reference Collection, Pamphlet Collection, etc. This term may also refer to the library's entire holdings.

Computers and Data Processing:

1. Computer Program: A sequence of instructions that cause a computer to complete a desired task.
2. Data Base: A file of data in a machine language, available for use.
3. On-Line System: A system of which the terminals and other data collection and displaying devices are connected directly to the computer, enabling immediate and constant access to the data base.

Continuing Education:

Opportunities provided for personnel to personal improvement and growth in their profession.

Cooperative System:

A group of libraries banded together by formal or informal agreement or contracts.

FTE:

Full-time equivalent.

Fill rate:

Represents the probability that a search will be successful.

Library System:

1. An organization based on a plan in which library units work together, sharing services and resources in order to improve services to library users.
2. A consolidated library organization.

MARC (Machine-Readable Cataloging):

A communication format for the transmission of catalog data developed at the Library of Congress and distributed to subscribers on magnetic tape.

Network:

An interlibrary arrangement by which libraries and participating agencies make books, information, and services available to each other.

Operating Budget:

The total operating budget includes all funds actually appropriated or otherwise provided for operating costs including gifts and state and federal aid.

Libraries should add to this figure the value of all other services received from whatever source, including personnel, attorney, data processing, purchasing, finance, and accounting.

Outlet:
A public service outlet that provides a rotating and or permanent collection of materials, with little or no reference service; staffing with paid employees or volunteers; and with minimum hours of public service not designated. Emphasis is generally on popular reading. An outlet may occupy its own building or be located in a store, hospital, post office, or other public building. A station is administered from a central unit.

Outreach:
Programs and activities that extend beyond the library building. Examples include service to nursing homes, jails and other correctional facilities, bookmobile service and books-by-mail service to the geographically remote, and service to the homebound.

Periodical:
Magazine, newspaper, or other material normally issued at regular intervals. Each issue in the series is numbered consecutively and or dated.

Public Library:
A library supported mainly by local taxes and open to all users.

Realia:
Animals, art objects, games, paintings, toys, and similar items circulated by some libraries.

Reference Service:
A library's activity in seeking to locate and supply specific information requested by library users and in assisting patrons to use the resources of the library.

Reference Transaction:
An information contact that involves the knowledge, use, recommendation, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable data bases (including computer assisted instruction), catalogs and other holdings, records, and through communication or referral, other libraries and institutions, and persons both inside and outside the library. A contact that includes both reference and directional services should be reported as one reference transaction. When a staff member utilizes

information gained from previous use of information sources to answer a question, report, as a reference transaction, even if the source is not consulted again during this transaction. Duration should not be an element in determining whether a transaction is reference or directional.

A directional transaction is an information contact that facilitates the use of the library in which the contact occurs and that does not involve the knowledge, use, recommendation, interpretation, or instruction in the use of any information sources other than those that describe that library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions are for locating, within the library, staff, patrons, or physical features; lending pencils, etc.; and giving assistance with machines of a nonbibliographic nature.

Regional Library:

A public library serving more than one political subdivision.

Serial:

A publication or work issued in successive parts, usually at regular intervals. Includes periodicals, reports, newspapers, bulletins.

Service Area:

Any area requiring services that cannot be provided from behind the lending desk.

Staff Development:

Planned activities designed to promote the professional growth and intellectual development of the staff member of a library.

State Library Agency:

In Virginia, the Virginia State Library and Archives is the library agency of the state, the archival agency of the Commonwealth, and the reference library at the seat of government. This agency is also charged by law with giving direction and assistance to all public and institutional libraries, as are all state library agencies.

Target Groups:

For the purposes of this document, the term target groups, as used throughout, refers to adults, children, young adults, the aging and aged, and the handicapped.

Technical Services:

Those services connected with purchasing, cataloging, binding, and preparing for library use materials added to a collection, and maintaining the collection with necessary repairs and renovation of all library materials.